A STUDY OF THE PRESTIGE OF CERTAIN ASPECTS OF THE EDUCATIONAL PROGRAM IN ALBERTA COMPOSITE HIGH SCHOOLS

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Newman Kelland

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A STUDY OF THE PRESTIGE OF CERTAIN ASPECTS OF THE EDUCATIONAL PROGRAM IN ALBERTA COMPOSITE HIGH SCHOOLS

A DISSERTATION

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DIVISION OF SCHOOL ADMINISTRATION

by

NEWMAN KELLAND

EDMONTON, ALBERTA

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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned hereby certify that they have read and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Study of the Prestige of Certain Aspects of the Educational Program in Alberta Composite High Schools" submitted by Newman Kelland in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

This study is an attempt to determine the relative prestige attached to the curricular and extra-curricular activities, the different programs of study, and the various subjects offered in the educational programs of the composite high schools of Alberta. It is intended to help in the understanding of pupil motivation in the selection of various activities and courses within the comprehensive program.

Using three of the larger composite high schools in different parts of the province, 298 questionnaires were distributed to parents, 140 to teachers and 298 to students. Out of this number 185 (62 per cent) of parents' questionnaires, 110 (78.6 per cent) of teachers' questionnaires, and 297 (99.7 per cent) of students' questionnaires were returned.

To determine the relative prestige of curricular and extra-curricular activities a series of seven questions contrasting students seeking high achievement in academic activities and those seeking high achievement in various phases of extra-curricular activities were formulated. Respondents were asked to choose the type of student which they thought was held highest in esteem. To determine the relative prestige attached to the different programs and subjects, respondents were asked to rank them in numerical order according to the prestige accorded students enrolled in these programs and subjects. Separate responses were to be given for boys and girls.

Results contrasting the prestige of curricular and extra-curricular activities, and results from program rankings were treated with a Chi-square test for significance in rating. From program and subject rankings medians were computed and programs and subjects given rank orders according to the relative sizes of the medians. Rank order correlations were calculated between the rank orders given school subjects by the different groups of respondents.

When students seeking high curricular achievement and those seeking success in extra-curricular activities are contrasted, the results show that parents and teachers give higher prestige to students who attempt to excel in curricular activities. When the questionnaire is answered by students, boys who seek proficiency in extra-curricular activities are given higher prestige than those who seek high curricular achievement, but for girls the prestige given by students depends on the types of extra-curricular activities considered.

When programs are ranked concerning boys, the matriculation program is ranked first by all groups of respondents, but shop, commercial, and general programs show variations in prestige among the groups of respondents. When programs are ranked concerning girls, all groups of respondents place the matriculation program first in prestige and the commercial program second, but variations are shown in the relative placement of the general and home economics programs.

Subject rankings indicate that mathematics and science are ranked first and second for boys by all ranking groups. For girls, first and second ranks show variations among groups of respondents between mathematics, science, language and literature, German, Latin

and biology are given low prestige ranks. The commercial subjects are given low rankings for boys and middle rankings for girls. The fine arts subjects are given relatively low rankings for both boys and girls by all groups of respondents. Shop and home economics subjects are given middle rankings by parents and students but low rankings by teachers.

When program and subject rankings given by teachers and students associated with different programs are contrasted, the results indicate a tendency to rank these programs and subjects higher than teachers and students in other programs only when the prestige given such programs and subjects is relatively indefinite.

Slight variations in the responses from the individual schools indicate that the prestige accorded these activities and courses is partially dependent on school and community environments.

These results have implications for guidance counsellors in the composite schools. The differences in the prestige given curricular and extra-curricular activities by parents and teachers on the one hand and the peer group on the other hand indicate a conflict in expectations which may contribute to severe emotional problems for students who cannot meet the expectations of the different groups. The prestige ranks evident in the different programs and subjects may also be a source of conflict to many students whose abilities and aptitude indicate programs and courses low in prestige.

ACKNOWLEDGEMENTS

The researcher acknowledges with much appreciation the help given by his advisor, Dr. J. H. M. Andrews, in the preparation of this dissertation and the constructive suggestions given by the other members of the examining committee.

Appreciation is also expressed to the principals and staffs of the composite high schools where the study was undertaken for their cooperation in the gathering of the data, and to the teachers, students and parents who kindly answered the questionnaires.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. THE PROBLEM

Statement of the Problem. The purpose of this study is to investigate, in selected composite high schools of Alberta, the comparative prestige attached by parents, teachers, and students to,

(a) The curricular activities of the composite high schools in relation to the extracurricular activities.

(b) The different programs of study found in composite high schools, i.e., the general program, the shop program, the home economics program, the business education (commercial) program, and the matriculation program.

(c) A selected number of subjects offered in composite high schools.

Need for the Study. Recently there has been much criticism directed at the "low educational standards" of our high schools. One of the main reasons for such "low standards", it is claimed, is that school staffs and society in general give higher prestige to the extracurricular activities than to the curricular activities of our high schools. Some brief excerpts from recent articles will illustrate these criticisms.

> The athletic program is probably more overemphasized than all other extraclass activities put together ..... evidence is available as proof of overemphasis in this area.[1]

> A system where a handful of boys devote most of their energy to football, while five thousand students sit in stands and watch them, is not designed to provide sound bodies to go with sound minds ..... Our need is rather to restore competition in the classroom and to discourage it on the playing field and elsewhere ..... More and more the athletic tail is wagging the academic dog.[2]

> Many parents do not have a high regard for education, and some who regard learning highly do not take the trouble to encourage their children to work to the highest level of their ability. Pressures toward conformity and anti-intellectual attitudes are far too prevalent in many areas today.[3]

Part of this thesis is an attempt to determine whether extracurricular activities are given higher prestige by parents, teachers, and students in the composite high schools of Alberta.

Another reason frequently put forward as a factor causing the low educational standards of our schools is that increased emphasis is being given to non-academic programs and subjects.

> The tenor of the criticism is that not only have the high schools given insufficient attention to certain subjects, but also that they have required too little rigorous intellectual effort of pupils, thus discouraging able students from further education and from careers in the sciences.[4]

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[1] A. F. Allen, "What Extraclass Activities Should be Included in the Program for Senior High-School Students?" The Bulletin of the National Association of Secondary-School Principals, V.42, No. 237, April, 1958, p. 205.

[2] Henry Steele Commanger, "A Historian Looks at the American High School," The School Review, V. 66, No. 1, Spring 1958, p. 10.

[3] I. J. Quillan, "Factors in High Achievement," The School Review, V. 56, No. 1, Spring 1958, p. 47.

[4] ..... "Sputnick and the High Schools," Editorial, The California Journal of Secondary Education, V.33, No. 1,January 1958, pp. 4-6.

> The education of the American high school must be toughened up ..... The same urgent theme was expressed with variations by an imposing array of prominent educators. With only occasional dissenting voices, they called for emphasis on higher educational standards; more attention to students of high ability; better teaching of science, mathematics, and foreign languages.[5]

While many claim that academic programs and subjects now lack prestige in the eyes of most students, an attitude which is said to be a reflection of the attitudes held by parents and teachers, many more say that the opposite is true. Proponents of vocational programs claim that the high prestige given by parents and teachers to academic courses has been the chief factor in causing non-academic courses to have low prestige in the eyes of students.

> Educational programs in agriculture, the distributive occupations, homemaking, and trades and industries are much too commonly distinct programs. We have not yet made vocational education an integral part of our school systems as we had hoped.[6]

> Home Economics has gained in "academic respectability" but it is still "on the spot" because of its comparative newness, and it is still being challenged by some school administrators.[7]

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[5]...."American High Schools Must be Toughened Up," Phi Delta Kappan, V. 39, No. 3, December 1957, p. 94.

[6]H.M. Hamlin, "Needed More Than Ever: Vocational Education," The Nation's Schools, V. 61, No. 3, March 1958, p. 45.

[7]E.M. Ritchie,"Some Historical Aspects in the Growth of Home Economics Education in the Province of Alberta," (unpublished Master's thesis, University of Alberta, October 1954), p. 144.

The latter part of this thesis is an attempt to shed some light on such criticisms by determining the relative prestige placed by parents, teachers, and students on the different programs and subjects offered in the composite high schools of Alberta.

A further need for the study lies in its importance to guidance counsellors. One of the main aims of most student guidance programs is to fit students into the educational programs for which they are best fitted by ability, aptitude, and interest. It has been stated by the composite schools, however, that one of the chief sources of difficulty in pupil placement in the comprehensive program, is the different levels of prestige attached to the different programs and subjects by parents and students. It is also doubtful whether teachers themselves are free from such prestige biases.

While this thesis is not concerned with the relative merits and demerits of the prestige factor in the school program, and is not designed to help guidance counsellors in specific problems related to this phenomenon, it is an attempt to formulate through actual research the different levels of prestige assigned to the programs, and their components, the subjects, from the three sources of controversy, parents, teachers, and students. As prestige levels always tend to influence human behavior, an analysis of such results should help guidance counsellors to understand student motivation in program and subject choice.

II. DEFINITION OF THE TERM 'PRESTIGE'

An accurate definition of this term is very difficult to make.

"The term is one whose meaning is grasped by everyone, but the word is employed in ways too different for it to be easy to define it."[8] Keisler[9] quotes other sources as defining prestige in a variety of ways. A person of high prestige "is an object of admiration, an object of deference, an object of imitation, a source of suggestion, and a center of attraction." Some have defined prestige "in terms of imitation," or as "the function of being regarded as a source of cues for rewarding responses."[10] He, himself, defines prestige as,

> ... the extent to which an individual is regarded by others as possessing valued attributes. Valued attributes are those which constitute cues to responses others perceive as rewarding. To assist in the formulation of statements by which adolescents could rate others, the term 'respect' was judged to denote this valuation of attributes by adolescents. Prestige was therefore measured by asking adolescents whom they did or did not respect, whom they thought did or did not have 'something worth-while.'[11]

Davis defines prestige in the following manner.

> We attach an invidious value to the status or office as such, independently of who occupies it or how its requirements are carried out.... (This) kind of invidious value - the kind attached solely to the status (social position) or office, or a combination of them - we may

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[8]G. LeBon, "Kinds of Prestige," Sourcebook for Social Psychology, Editor, Kimball Young, New York: F.S. Crofts & Co., 1931, pp. 560-561.

[9]Evan R. Keisler, "A Distinction between Social Acceptance and Prestige among Adolescents," Child Development, V.24, 1953, pp. 172-180.

[10]Ibid., pp. 275-276.

[11]Ibid., p. 276.

> call prestige.... Anybody who happens to hold the position enjoys the prestige that goes with it.[12]

Fairchild, in his Dictionary of Sociology, defines prestige as,

> Social position or status in public esteem, attained by the social recognition one receives in his associations, or perhaps in the press.[13]

Thus prestige has two connotations.

(a) It refers to the invidious value or esteem attached to a position or office.

(b) It is manifested by the differential respect given a person because of his occupancy of a position or office.

In this thesis use is made of both of these concepts. When studying the different levels of prestige attached to curricular and extracurricular activities, prestige is defined as the degree of esteem, admiration, pride, or regard attached to a student by parents, teachers, and students, because of his participation in curricular and extracurricular activities.

When attempting to determine the different levels of prestige attached to programs and subjects, the level of prestige is the relative rank order of a program or subject given it by parents, teachers, and students, when such respondents are asked to rate the programs and subjects in order of the prestige in which they are held.

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[12]Kingsley Davis, Human Society, The Macmillan Company, New York, 1957, p. 93.

[13]Fairchild, Dictionary of Sociology, Philosophical Library, New York, 1944, under 'prestige.'

Reasons for Using the Term 'Prestige.' Very often the term "status" is used in preference to the term "prestige," and it seems in ordinary use to have acquired all of the varied meanings applied to the term "prestige." Bennett points out, "We have noted that the sociological name for position in society is 'status.' This is to be distinguished from the common-sense use of the word where status is held to mean prestige."[14] In this thesis the emphasis is not on the position itself which the student occupies, but on the general attitudes held concerning the position, i.e., the degree of esteem, regard, etc. attached to the position and to the person occupying the position. In this context, "prestige" was felt to be more useful.

Another reason for its use is pointed out in the following quotation. "Prestige is no doubt one of the vaguest terms used in sociological description.... The term is useful, however, if its vagueness is intended to reflect the vagueness of the social situation."[15]

Much of the material in this thesis is based on a ranking system. Reasons for the use of such a method will be given in Chapter III. It is felt that while most people accord varying ranks or grades of esteem, admiration, or regard to certain positions, people, objects, and ideas, very few people are able to explain adequately why they do so. If asked they would give generalized answers which would fail to take into account many of the reasons

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[14] J.W. Bennett and M.M. Tumin, Social Life: Structure and Function, New York; Alfred A. Knopf, 1948, p. 87.

[15] S.F. Nadel, The Foundations of Social Anthropology, London: Cohen and West Ltd., 1951, p. 171.

really attached to such values. Attempts along this line were made by Rose and Wall.[16] Respondents were asked to rank occupations in terms of prestige, and to write at length the reasons for the ranking accorded each. The variety of answers received was very great although the rankings themselves were very similar. Prestige is a vague factor which most people feel but few are able to explain.

The prestige accorded each of the factors discussed in this thesis may be a combination of many variables in the total social situation. For example, the prestige accorded curricular activities may in part result from the degree of prestige in which intellectual achievement is held; it may be considered to be the most direct means to social positions of high prestige; it may be influenced by traditional concepts; or it may be a result of these and a combination of other factors. The prestige of extracurricular activities may be influenced by the health values involved, the popularity of professional sports, the amount of publicity given to professional sports and high school sports by newspapers, T.V., and radio, or a combination of these and other factors. In an attempt to study this situation, the term 'prestige' is considered more useful than 'status.'

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[16] A.W. Rose and M.C. Wall, "Social Factors in the Prestige Ranking of Occupations," Personnel and Guidance Journal, V. 35, No. 7, March 1957, pp. 420-423.

III. HYPOTHESES

The following hypotheses were formulated concerning this study.

(a) Parents, teachers, and students give a higher prestige rating to curricular activities than to extracurricular activities, but the ratings given by parents and teachers are more highly in favor of curricular activities than the ratings given by students.

(b) The prestige attached to the matriculation program is higher than the prestige attached to any of the other programs by parents, teachers, and students.

(c) Mathematics and science subjects have more prestige than any of the other high school subjects studied.

IV. OUTLINE OF REMAINDER OF THESIS

The remainder of the thesis will review related literature and describe the methods used in the research. The prestige of curricular and extracurricular activities will be determined, and comparisons made between the different levels of prestige attached to such activities by parents, teachers, boys, and girls. Ratings given to the various programs and subjects will be discussed from three points of view.

(a) A comparison of the rank orders assigned to the different programs and subjects by parents, teachers, boys, and girls will be given.

(b) Where the ratings from the different schools are significantly different, such differences will be noted.

(c) Comparisons will be made to determine whether the

ratings given by teachers and students associated with different programs and subjects are significantly different.

The last chapter will be an attempt to draw conclusions from the study, to point out implications for the composite schools, and to suggest areas for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. PERIODICAL LITERATURE

Extracurricular Activities. Much has been written concerning the place of extracurricular activities within the school program, and there has been much controversy concerning the relative emphasis which should be placed on such activities. While proponents of extracurricular activities say that "The emphasis should be upon the development of leadership, fellowship, service, and social competence,"[1] opponents say that teachers and the public should "straighten out the debris left by forty years of the progressive educationalists. It is a legacy of distended play facilities, substandard curricula, and principals whose intellectual confusion can no longer be disguised by the compulsory smile on their faces."[2]

J.R. Shannon, in an article propounding the benefits of extra-curricular activities in the high schools, feels that most academic subject matter can be taught incidently through extracurricular

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[1] A.F. Allen, "What Extraclass Activities Should be Included in the Program for High-School Students?" The Bulletin of the National Association of Secondary-School Principals, V. 42, No. 237, April 1958, pp. 207-209.

[2] ... "Its a Tough Life," Scholastic Teacher, V.72, No. 13, May 2, 1958, pp. 1-2. The actual quotation was taken from the March 31, 1958 issue of Life Magazine on the editorial page.

activities. In planning, initiating, and administering a class dance, he claims students can get "mathematics in the financial phase of the dance, chemistry in the refreshments, physics in the sound and lighting effects, art in the decoration, English in the invitations and newspaper reports, social studies in their decorum, physical education in their dancing."[3] While he thinks that there is an 'unwarranted' dichotomy between curricular and extracurricular activities, he feels that in the high school this dichotomy is vanishing.

Some writers think that the function of the high school should be redefined to eliminate such courses as driver education and such extracurricular activities as interscholastic athletics.[4] R.C. Angell feels that misplaced activities in the schools are driver education, personal hygiene, and character building. "If other institutions fail to carry out their functions, then society should devote its energies to improving the functioning of these institutions rather than assigning the job elsewhere."[5] Similar sentiments were expressed by the Edmonton Chamber of Commerce. The following quotation is taken from a report in the Edmonton Journal of a brief presented to the

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[3]J. R. Shannon, "The Vanishing Wall Between Courses and Activities," Clearing House, V. 27, Sept. 1952, pp. 11-12.

[4]... "American High Schools Must be Toughened Up," Phi Delta Kappan, V. 39, No. 3, Dec. 1957, p. 94.

[5]R.C. Angell, "Schools Do Enough Now; Can't Teach Sociability," Nation's Schools, V.61, No. 4, April, 1958, p. 117.

Cameron Royal Commission on Education in Alberta by the Chamber.

> More concern on intellectual development, rather than on social development and extracurricular activities, is urged. "We do not think training in social adjustment is a major area of responsibility of the educational program," the Chamber says.[6]

Many educators, however, refuse to take sides and call for a "balanced curriculum."[7] Just where the balance is or where it should be is still subject to controversy.

Curricular Activities. Much controversy is evident concerning the relative emphasis which should be placed on certain curricular subjects. This is especially true of mathematics and science subjects. Many writers have stressed the need for more emphasis on these subjects. Some articles illustrating this have been quoted in Chapter I. L.G. Derthick says,

> ... and so I emphasize, that as we elevate total programs of education, it does seem that we must take special measures to bring mathematics and science up to the levels of other essential fields.[8]

Other educators feel that the emphasis on these subjects has

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[6]... "Three R's Stressed in Chamber Brief," The Edmonton Journal, Thursday, July 3, 1958, p. 3.

[7]A.H. Rice, "A.S.C.D. Defends 'Balanced Curriculum'," The Nation's Schools, V.61, No. 4, April, 1958, pp. 80-86.

[8]L.G. Derthick, "Let's Take Stock and Look Ahead," The Bulletin of the National Association of Secondary-School Principals, V.42, No. 237, April 1958, p. 298.

been too extreme and urge a balance in the secondary-school program.

> The demands for increased emphasis in the quality and quantity of our instructional program in science and mathematics must not detract from the accent on English, social studies, foreign languages, and other important areas of study.[9]

L.E. Buchring expresses a similar view.[10]

That such criticisms are having an effect on school curricular planning is evident from the stiffer graduation requirements coming into force in certain areas. The Nation's Schools report that in Indianapolis language, English, mathematics, history, and science requirements for graduation have become much stiffer and in some cases have been doubled.[11]

Proponents of vocational education feel that increased emphasis on academic programs will decrease the somewhat uncertain prestige of vocational education. Hamlin attempts to bolster the spirits of this group when he says,

> Actually there is no real danger that vocational education in the public schools will suffer as a result of the current discussions which emphasize science, mathematics, college preparation, and education for an educational elite.[12]

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[9]... "Review of Session," The Bulletin of the National Association of Secondary-School Principals, V. 42, No. 237, April 1958, p. 267.

[10]L.E. Buchring, "Principals Reappraise Secondary Education," The Nation's Schools, V. 61, No. 3, March 1958, p. 75.

[11]... "Four-Diploma Program Stiffens Graduation Requirements for all Students; Is Tough on College Prep Group," The Nation's Schools, V.61, No. 4, April 1958, pp. 116-7.

[12]H.M. Hamlin, "Needed More Than Ever: Vocational Education," The Nation's Schools, Vo. 61, No. 3, March 1958, p. 44.

The actual prestige of the various subjects and programs seem to be in doubt. The biases of the various writers seem to preclude an accurate evaluation of the situation as it exists. That there is much speculation, however, in recent periodical literature is evident from the excerpts.

II. CURRICULUM RESEARCH

That there has been much research on school curricula is evident from the large number of research studies reported in periodic issues of the Review of Educational Research.[13] No research directly related to the type of study undertaken in this thesis has been found. The following is a summary of some of the more pertinent indirectly related studies.

'Status' of the Curriculum. Much research has been conducted on what has been called "The 'Status' of the Curriculum."[14] These studies commonly include such aspects as the number of students enrolled in certain subjects and programs, the amount of time devoted to them, the number and variety of subjects included in certain programs, course

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[13]Some of the more recent reviews are found in the following issues. Review of Educational Research, Vo. 21, No. 3, June 1951; V.24, No. 1, February 1954; V.25, No. 2, April 1955; V.26, No. 3, June 1956; V.26, No. 4, October 1956; and V.27, No. 3, June 1957.

[14]R.C. Preston and E.T. Reddin, "The Status of the Curriculum," Review of Educational Research, V. 27, No. 3, Chapter II, pp. 250-261, June 1957.

content, the number of credits given for each subject, the subjects which are necessary for graduation, etc. Many such studies are Master's or Doctor's dissertations, or research conducted by particular states, and are not directly attainable. Thus some of the quotations used will be from secondary sources.

One typical study was conducted by W.G. Brink.[15] On the basis of questionnaires sent to 252 high schools, each of which had an enrollment of more than one thousand pupils, he found that out of the 133 schools which provided multiple curriculums all schools provided a college-preparatory program, 84 per cent of the schools provided a commercial program, 76 per cent provided a general program, 65 per cent provided an industrial arts program, 40 per cent provided a home economics program, 22 per cent provided an agriculture program, 20 per cent provided a fine arts program, and 5 per cent provided a nursing program. As a further analysis, he studied the subject requirements for graduation. Out of 252 schools studied he found that all schools required at least two units of English for graduation, 141 schools required four units of English, 99 required two units of social studies, 168 schools one unit of science, and 148 schools required one unit of mathematics. The greatest range was found in the requirements of social studies, namely, from no requirements in two schools to five units in one school.[16]

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[15] W.G. Brink, "Patterns of Curriculum Organization in Large Secondary Schools," School Review, V.63, 1955, pp. 372-377.

[16] Ibid., pp. 373-374.

He concluded,

> Wide variability is evident in the scope of the curriculums studied. Schools differ markedly, not only in the number of specialized curriculums provided, but in the number of courses offered. Variability is likewise seen in the depth of the program of studies required in various schools.[17]

Lindsay did a similar study on high-school subject enrollments in California.[18] He ranked the subjects in terms of the percentage of students enrolled in each.

The National Education Association conducted a questionnaire study in 4372 school systems in cities 2500 and over in population in 1952 to determine curriculum areas which had been given increased emphasis in recent years.[19] They found that some of the usual school subjects such as social studies, science, commercial subjects, home economics, and mathematics were said to have received increased emphasis by a number of replies ranging from 12.1 to 18.4 per cent of the cities. The report comments, "Hard to understand, in the face of growing responsibilities of Americans all over the world, is that failure to give greater attention to foreign languages. Only 4.2 per cent of the cities reported growth."[20]

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[17] Ibid., p. 377.

[18] F.B. Lindsay, "Enrollments and Patterns of Course Offerings in California High Schools," The Bulletin of the National Association of Secondary-School Principals, V. 38, pp,7-16.

[19] The National Education Association Research Bulletin, V.30, No. 3, October 1952.

[20] Ibid., p. 97.

Such research has also been conducted in special subjects. The Modern Language Association "showed that since 1948-49 French has been growing, German has been holding its own, and Spanish and Latin have been losing."[21] Such calculations were made on the basis of enrollment figures.

Similar 'status' studies have been conducted for English, social studies, mathematics, science, and business education,[22] vocational and technical education,[23] and the language arts and fine arts.[24]

Social Class: A Factor Relating to Program and Subject Prestige. Some studies have found that the prestige which a subject or program commands can be directly related to the social position of the students enrolled in the programs and subjects. In a famous sociological study by Hollingshead, conducted in "a typical middle western community," it was found that different subjects or programs tend to attract or repel students depending on their social positions.[25] He quotes a

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[21] Review of Educational Research, V.27, No. 3, June 1957, pp.253-256. Original research published under "Foreign Language Offerings and Enrollments in Public High Schools," Publications of the Modern Language Association, V.70, September 1955, pp. 52-56.

[22] Review of Educational Research, V.27, No.3, June 1957.

[23] Review of Educational Research, V.26, No. 4, October 1956.

[24] Review of Educational Research, V.25, No. 2, April 1955.

[25] A.B. Hollingshead, Elmtown's Youth, John Wiley and Sons, Inc., London, 1949, p. 168.

senior girl who summarized the views of the students.

> If you take a college preparatory course, you're better than those who take a general course. Those who take a general course are neither here nor there. If you take a commercial course, you don't rate. It's a funny thing, those who take a college preparatory course run the place.... You could take typing and shorthand and still rate, but if you took a straight commercial course you couldn't rate.[26]

When he studied enrollment figures, Hollingshead found that a significant number of students with parents in the two highest social classes chose the college preparatory course while the lower classes chose the general and commercial programs. He concluded "Enrollment in each course is related very significantly to class position."[27] On the basis of this and other supporting data, he felt that the difference in prestige of the different courses was directly related to the number of students from the various social classes enrolled in each. Similar attitudes to these expressed by students were found among parents and teachers.

Warner and Lunt did a similar study in a city of about 17,000 population in Eastern U.S.A.[28] In this city the high school offered four programs of study, namely, the Latin, scientific, commercial, and general programs. They found "Students of the upper part of the class hierarchy attended the Latin and scientific courses more frequently than those of the lower classes, while conversely those of the lower classes

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[26] Ibid., p. 169.

[27] Ibid., p. 168.

[28] W.L. Warner and P.S. Lunt, The Social Life of a Modern Community, Yankee City Series, V.1, Yale University Press, 1941.

more frequently attended the commercial and general courses than did students of superior classes."[29] Conclusions similar to those postulated by Hollingshead were reached.

Davie found that the social class membership of a student's family determines in part, not only the length of time a student will attend school, but also the particular type of school he will attend. "On the lower levels it was said that one did not need a college education or sometimes even a high school diploma to get a 'good job' in a factory .... On the upper levels one needed a college education if one were to become a successful executive and amount to something more than a clerk."[30]

Vocational Education in the High School Curriculum. Vocational education, while still a relatively new curricular offering, is receiving much emphasis in high school curriculums. A study by Brink showed that in 252 high schools which he studied 133 schools provided multiple curriculums and offered at least one of the following programs: commercial, industrial arts, home economics, agriculture, or nursing. Many provided two or more such programs.[31] Romine did a study (1940) in 476 secondary schools which offered multiple curriculums and reported that at that time 29 per cent of the schools were giving much

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[29] Ibid., p. 364.

[30] Davie, J.S., "Social Class Factors and School Attendance," Harvard Educational Review, V.23, 1953, p. 185.

[31] W.G. Brink, op. cit., pp. 372-377.

more emphasis to vocational education, 33 per cent were giving more emphasis, 33 per cent reported no change, 4 per cent reported less, 1 per cent much less, while 1 per cent were not concerned with vocational education.[32] The National Education Association conducted a questionnaire study in 4372 school systems in the U.S.A. and found that one in every five of the schools studied reported increased emphasis on vocational work.[33]

Garrison reports three studies which dealt with the educational choices of adolescents in high school.[34] He quotes a study by Doane in which 19 courses of action (described as 'courses' that might be pursued in high school) were presented to a group of high school boys and girls. "The course 'Vocational Choice and Placement' was selected by a larger percentage of both boys and girls than any other course."[35] Science, language, literature, and history were among the other courses getting a lower rating. A study conducted by Elias on 5,500 high school students in the state of Washington supported the general findings by

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[32] S.A. Romine, "Some Trends in Secondary-School Curriculum Practices," The School Review, V.56, April 1940, pp. 213-218.

[33] National Education Research Bulletin, op. cit., p. 96.

[34] K.C. Garrison, Psychology of Adolescence, 5th Edition, New Jersey: Prentice-Hall Inc., 1958, pp. 387-389.

[35] Ibid., p. 387. Original research published under Doane,D.C., "The Needs of Youth: An Evaluation for Curriculum Purposes," Teachers College Contributions to Education, Columbia University, No. 848, 1942.

Doane. "The need for more courses, especially vocational courses, were checked by half of these high school students."[36] A further study of 15,000 adolescents throughout the United States reported that "a large percentage of students expressed a desire for work experiences and vocational courses, indicating their concern about vocational development and earning a living."[37]

Extracurricular Activities in the High School Program. There has been much research conducted on the relative place of extra-curricular activities within the high school program. A few of the typical findings are given below.

The National Education Research Bulletin, in the study previously quoted, report that, "Third in frequency among curriculum areas and pupil activities was increased attention to extracurriculum activities. As a partial offset to the 28 per cent of the cities that indicated increased attention were the 2.8 per cent that reported decreased emphasis."[38] First in frequency on this list was an increase in the tempo of curriculum revision, while increased emphasis on first

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[36] Ibid., p. 387. Original research published under L.J. Elias, High School Youth Look At Their Problems, Pullman, Washington, The State College of Washington, 1949.

[37] Ibid., p. 389. Original research published under H.H.Remmers and B. Schimberg, "Problems of High School Youth," The Purdue Opinion Poll for Young People, Report No. 21, Purdue University, 1949.

[38] National Education Research Bulletin, op. cit., p. 96.

aid and safety came second. Jung and Fox[40], in a study of extra-curricular activities in the high schools of Indiana, found that one-half of the principals whose schools they studied rated the activities program as of much value in the total educational program. About one-third of the principals, however, felt that there was a rigid dividing line in their schools between curricular and extracurricular activities. Romine's study[41] showed that out of 435 high schools which he studied, 43 per cent reported more emphasis and 20 per cent much more emphasis in expanding the curriculum beyond the walls of the school.

Harringer, in a study of college entrance requirements, says, "An emphasis on scholarship rather than subject pattern is the concern of most college admission officers today. Personality development has taken an almost equal stature with scholarship in the policies of college registrars. One of the thorny problems at both the secondary and college levels is the unworthy distinction between academic and nonacademic subjects."[42]

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[40] Review of Educational Research, V.24, No. 1, February 1954, p. 69. Original research published under C.W. Jung and W.H. Fox, "Extracurricular Activities in Indiana High Schools," Bulletin of the School of Education, Indiana University, V.28, Bloomington, Ind., May 1952.

[41] S.A. Romine, op. cit., p. 467.

[42] Guy N. Harriger, "College Entrance Requirements Need Not Be A Problem," Educational Leadership, V.10, May 1953, p. 483.

Gruber and Beatty report a study conducted by Galen Jones[43], who, by studying 270 private and public secondary schools, attempted to classify different extracurricular activities according to their popularity.

> An analysis of Jones's findings regarding the opinions of secondary school principals with reference to the exact status of student activities shows that at least half of the principals included in the study believe that musical activities should be classified as curricular; that sports, the student council, the handbook, and club activities should be classified as cocurricular; and that newspapers, dramatics,and debating should be both class and extraclass.[44]

The schools included in this present study offered music and dramatics as part of the regular high school curriculum.

Public Opinion and the High School Curriculum. Some curriculum research has been conducted utilizing public opinion. One such study, of importance to this thesis, is a research project conducted by the National Opinion Research Center at the University of Denver entitled "The Public Looks at Education."[45] It is based on an interview study of 2560 persons throughout the United States. One of the questions

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[43]F.C. Gruber and T.B.Beatty, Secondary School Activities, McGraw-Hill Book Company, Inc., 1954. Original research published under Jones, Galen, "Extracurricular Activities in Relation to the Curriculum," Teachers College Contributions to Education, No. 667, Columbia University, N.Y., 1953, pp. 15-53.

[44]F.C. Gruber and T.B. Beatty, op. cit., p. 13.

[45].... "The Public Looks at Education," National Opinion Research Center, University of Denver, Report No. 21, 1943.

asked "What do you think is the most important thing for children to get from their education in school?" The results show that 34 per cent of the public say they consider a mastery of regular school subjects most important, with the "fundamentals" and the "three R's" most often mentioned. 34 per cent mentioned some aspect of character education, while 26 per cent believed that preparation for earning a living is most important. When these adults were asked what changes in education they would suggest, about half mentioned modification in curriculum and teaching methods. A return to traditional subjects and methods would be more popular than increased emphasis on more modern and progressive education.[46]

A survey conducted by the New York Times in 1953, ten years after the previous study, and obtained from on-the-spot report from Times' correspondents in each state, found that participation and interest of the public in the schools is nation wide. They found that while there is much public criticism of the schools, "For the most part, the criticism is dishonest and is used to cloak ulterior motives. Sometimes the objective is to reduce taxes. At other times it is to 'return to the three R's'. Still again, the criticism is leveled against a teacher or superintendent who may be considered to be too 'progressive'."[47] Henderson and Hand, in a study using several

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[46] Ibid., pp. 14-21.

[47] Benjamine Fine, "'Grass Roots' Move on to Aid Schools," 1953 Yearbook of the Association for Supervision and Curriculum Development, National Education Association, Washington.

thousand parents in Illinois, found that while a sizeable minority wanted better teaching of reading, arithmetic, and religious education, there was no indication that they would want the school to abandon "its efforts to improve itself in several other respects germane to the rounded development of its pupils."[48] A sub-study in the University of Florida - CPEA Project reported similar findings. This study concluded that "Yet when parents, who are generally among the loudest complainants, are brought down to specifics on a parent-school questionnaire, their replies are largely favorable."[49]

Such studies assume that public opinion is a factor influencing the offerings of the school curriculum. The actual extent of such influence is difficult to determine, however, and no studies attempting to measure it has been found.

III. THE RELATION OF SUCH RESEARCH TO THE STUDY OF PRESTIGE

The prestige which a particular school activity, program, or subject has may rest on many different factors as has been pointed out in the previous chapter. These factors, enrollment, credit value, social status of students enrolled in the courses, public opinion, teacher opinion, course content, etc., in fact all of the different

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[48] K.B. Henderson and H.C. Hand, "To What Extent is the General Public in Sympathy with the Current Attacks on the Schools?" Progressive Education, V.29, January 1952, p. 112.

[49] V.A. Hines and H. Grobman, "What Parents Think of Their Schools and What They Know About Them," Bulletin of the National Association of Secondary-School Principals, V.41, No. 226, Feb. 1957, pp. 21-22.

aspects included in the criticisms and studies mentioned in this chapter, influence to varying degrees the prestige of different parts of the high school curriculum. Moreover, it is felt that these factors may vary in their influence depending on the viewpoints of the persons questioned, while the overall prestige may vary very little from person to person. This was shown in the study by Rose and Wall discussed on page 9.[50]

From the point of view of this thesis, the research quoted in this chapter is more of a follow-up than a prelude to the study of prestige in the high school curriculum. While such research gives specific emphasis to certain influential factors, it neglects to consider these factors in the total field. On the other hand, this thesis, while treating the total field, neglects to consider its specific factors. Both approaches are necessary, however, for a complete understanding of the phenomenon, prestige.

CHAPTER III

METHOD OF STUDY

I. INSTRUMENTATION

The Relative Prestige of Curricular and Extra-Curricular Activities. To determine the comparative prestige attached to curricular and extra-curricular activities within the high school, a series of seven questions was developed in which the respondents were asked to choose one of two possible answers. A sample question is included here. The full questionnaire may be found in Appendix A.

> Do you think parents would more highly regard a student who:
>
> (a) Aimed to get good results in his (her) studies and only took part in other activities if he (she) felt that the extra time involved did not cause him (her to lose marks?
>
> (b) Did enough work merely to pass the courses and spent all the time he (she) could on other school activities?

The questionnaires to teachers and students had the words "teachers" and "students" respectively where the word "parents" occurs in the example above. The leading part of each question included the words "more highly regard", "think more highly of" or "admire more" with the exception of question 6. This question had the words "better chance of success later in life", a criterion, which it was felt, contributed to prestige.

The (a) part of each question suggested a student who excelled

in curricular activities and took very little part in other non-curricular activities. The (b) part of each question contrasted academic success with success in three different aspects of extra-curricular activities, namely athletics, sociability, and leadership. Two questions each were devoted to these aspects, while one question, the one illustrated above, used the general term, when referring to extra-curricular activities, of "other activities."

After running a pilot study, it was found that some of the respondents did not wish to make a decision between these extreme cases. It was pointed out that the students to whom highest prestige was given were the students who "struck a happy medium." As it was desired to force a choice between these extremes, the interjection of a third alternative which would suggest such a happy medium would not contribute to the study. Although the use of the words "more highly regard" and "admire more" should have made the distinction clear, it was decided to include the following instructions. "The answers given represent extreme situations. You are to choose the answers which are most suitable." In the final returns very little difficulty was found in this respect.

The Relative Prestige Attached to Programs and Subjects. To determine the relative prestige attached to the different programs and subjects found in composite schools, a straight rating method was used. The following instructions preceded the rating of the programs.

> In most composite schools certain programs of study have higher prestige than other programs. Students in some programs are "more looked up to" or "more highly respected" than students in other programs,

> not necessarily because of the abilities and interests of the students themselves, but because of the higher prestige of the program in which they are enrolled. Students in other programs are "looked down on," not because of any personal qualities of the students, but because they are in programs of lower prestige.

The respondents were then asked to rank the different programs in order of the prestige in which they are held. The subjects were to be rated in the same manner.

Ratings for Boys and Girls. As it was felt that there might be differences in the prestige ratings given to boys and girls, in each of the three sections (curricular vs. extra-curricular activities, programs and subjects) all respondents were asked to give two separate ratings, one for boys and one for girls. As the questionnaire asked for the sex of the respondent, comparisons could be made, in the case of students, of the prestige which they felt students of their own sex and students of the other sex placed on the different aspects of the curriculum. A copy of the questionnaire is given in Appendix A.

It will be noted that the shop program was rated only for boys while the home economics program was rated only for girls. Subjects such as agriculture, automotives, drafting, electricity, metalwork, and woodwork were rated only for boys, while fabrics and dress, foods and nutrition, and home economics were rated only for girls. While some of these courses are taken by both sexes, the courses are typically associated with the sex for which they were to be rated.

Prestige as a Group Phenomenon. Throughout this questionnaire respondents were asked to choose their answers, not as to the relative importance which they personally placed on the factors in the questionnaire, but as they felt prestige was accorded by the group to which they belonged. Thus parents were asked to answer according to the relative prestige which they felt was accorded by most parents. Teachers and students were asked to answer according to their understandings of the prestige attached by teachers and students respectively.

One of the reasons for such a directive is that it is felt that the prestige attached to a person, idea, or position is not necessarily the same as the importance attached to it by the individual answering the question. Prestige is a group phenomenon which the individual knows to exist, feels, and respects, but it does not necessarily coincide with his own personal attitude respecting a particular factor. "Prestige .... is resident in the minds of all people in the community." [1] As such it represents a power to which the individual yields in his contacts with other people in the community because it is associated with the emotions of pride, admiration, esteem, etc. It is this factor which the thesis attempts to measure.

This is not to say, however, that the attitudes and judgements of individuals are not influenced by the attitudes which they think other people have. The reverse is probably true to a great extent.

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[1] R.B. Cattell, "The Concept of Social Status," Journal of Social Psychology, V.15, (1942) p. 300.

A study by Tuckman illustrates this.[2] In his study of the ranking of occupations "a substantial number of the group were not clear whether the directions intended them to rank the occupations as they are regarded in the community or as they themselves regarded them. They indicated that they might rank the occupations differently if the directions 'after the occupation which is most looked up to' were changed to read 'after the occupation which you look up to most.' "[3] The group was split into two parts. One part received the unchanged directions while the other part received the revised set of directions. When rank orders for the two groups were tabulated, they correlated at 0.99.

Another reason for such instructions on the questionnaire is that other research, especially the study of occupational prestige, asks for ratings in terms of "social standing,"[4] "admiration or respect" in which the occupations are held,[5] "the general esteem" accorded the occupations,[6] or the occupations which are "most

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[2]J. Tuckman, "Social Status of Occupations in Canada," Canadian Journal of Psychology, V.1, 1947, pp. 71-74.

[3]Ibid., p. 71.

[4]G.S. Counts, "The Social Status of Occupations: A Problem in Vocational Guidance," The School Review, V.33 (1925), pp. 16-27.

[5]G.W. Hartmann, "The Occupational Prestige of Representative Professions in American Society," Psychological Bulletin, V.31 (1935), pp. 695-696.

[6]S.E. Asch, H. Block, and M. Hertzmann, "Studies in the Principles of Judgements and Attitudes," Journal of Psychology, V. 5 (1938), pp. 228-229.

respected."[7] This clearly indicates that such prestige ratings were asked for, not in terms of the individual's personal choice, but to determine his idea of the prestige accorded the various factors by society in general.

Justification of the Ranking Method. As explained earlier in this chapter, a simple ranking method was used to determine the prestige attached to the different programs and subjects studied. It consists of a straight ranking in numerical order of the programs and subjects beginning with the program or subject having highest prestige. The reasons for using such a method are given below.

(a) Prestige is usually thought of in terms of grades or ratings of "better," "best," or "higher," "lower." Quotations from sociological literature illustrate this.

> Public opinion tends always to rank positions, to refer to them as high or low, good or bad, elevated or depressed.... Anybody who happens to hold the position enjoys the prestige that goes with it.[8]

> The society or community has a graded series of prestige, esteem, honor, and privilege that the members of the different strata enjoy. Some people are more respected and their behavior has more prestige than have the actions of others. Prestige and privilege diminish as we descend from the higher to the lower levels.[9]

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[7] H.C. Lehman and P.A. Witty, "Further Study of the Social Status of Occupations," Journal of Educational Sociology, V.5, (1931-32), pp. 101-112.

[8] Kingsley Davis, Human Society, The Macmillan Co., New York, 1957, p. 93.

[9] Joyce O. Hertzler, Society in Action, Dryden Press, New York, 1954, p. 218.

As people usually think about prestige in this way, a ranking method was felt to be the most convenient form for its expression.

(b) Many studies have been done on the relative prestige attached to the various occupations. Most of them apply some form of ranking. The majority use a straight ranking method.[10]

(c) A method sometimes used in the study of prestige is to find one or more indicants by which the relative prestige may be expressed. Thus, the number enrolled in a course, its difficulty, its usefulness, whether it leads to university or not, its credit value, etc., may be considered indicants of the prestige attached to a course. To prove that such factors are acceptable indicants would be a difficult problem. Because of the difficulty of finding acceptable indicants for many socio-psychological concepts, considerable use has been made of ranking.[11]

(d) Ranking reduces attitudes and impressions to numerical form, in which form statistical methods can easily be applied.

Difficulties in Using the Ranking Method. When using the ranking method, it is generally agreed that the number of factors to be ranked must be small. There is no complete agreement, however, on how small this number must be. Cronbach says that when more than

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[10]Lawrence Thomas, The Occupational Structure and Education, Prentice-Hall, Inc., 1956, Chap. 8.

[11]Riley, Riley, Toby, and others, Sociological Studies in Scale Analysis, 1954, Rutgers University Press, N.B., p. 47.

five to seven factors are used, judges are able to give less serious consideration to each factor.[12] Others suggest twenty factors as a maximum.

The straight ranking method is often used by researchers studying the relative prestige of the different occupations. The first study in this field was by Counts in 1925.[13] He used forty-five occupations which were to be ranked in straight numerical order. A similar study in 1947 using twenty-five occupations correlated 0.97 with the rank orders obtained by Counts.[14] Other studies using the same method and different numbers of occupations (not exceeding Counts' original number) correlated at about the same level with the rank orders obtained by Counts.[15] Such high correlations indicate that rankings are very well defined and fairly accurate even with more than twenty factors.

This criticism presents no problem for the ranking of the programs as only four programs are rated. There are, however, twenty-two subjects to be rated for boys. On the basis of the examples referred to above, this number was not thought to be too large.

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[12] L.J. Cronbach, Essentials of Psychological Testing, Harper and Brothers, New York, 1949, p. 398.

[13] G.S. Counts, op. cit., p. 17.

[14] M.E. Deeg and D.G. Paterson, "Changes in the Social Status of Occupations," Occupations, V.25, (1947), pp. 205-208.

[15] Lawrence Thomas, op. cit., pp. 174-176.

An assumption usually made concerning objects which are to be ranked is that the resulting scores are drawn from an underlying continuum. Such an assumption has been made in this thesis. Thus, it is assumed that the rankings given the different subjects by any one respondent represents a continuous distribution in order of prestige in the respondent's mind, each subject in descending order receiving a lower level of esteem.

When interpreting such scores difficulties arise concerning the distances between successive intervals on the prestige scale.

> An underlying continuous variate is one that is not restricted to having only isolated values. It may have any value within a certain interval .... For example, the scores may be either "pass" or "fail" on a particular item. We may well assume that underlying such a dichotomy there is a continuum of possible results. That is, some individuals who were categorized as failing may have been closer to passing than were others who were categorized as failing. Similarly, some passed only minimally, whereas others passed with ease and dispatch. The assumption is that "pass" and "fail" represent a continuum dichotomized into two intervals.
>
> Similarly, in matters of opinion those who are classified as "agree" and "disagree" may be thought to fall on a continuum. Some who score as "agree" are actually not very concerned with the issue, whereas others are strongly convinced of their position. Those who "disagree" include those who are only mildly in disagreement as well as die-hard opponents.[16]

When prestige rankings are given, the ranks merely indicate the prestige order existing in the respondent's mind. No assumptions can be made concerning the successive differences between the intervals.

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[16]Sidney Siegel, Nonparametric Statistics, McGraw-Hill Book Company, New York, 1956, p. 25.

That is, one cannot say that the difference in prestige level between rank one and rank two is the same as that between rank two and rank three, or that a rating of one by two respondents represents a similar degree of prestige.

Cronbach points out that a respondent should be asked to rank only those factors with which he is familiar and has adequate information to make an intelligent response.[17] This thesis assumes that teachers and students, because they are in close contact with the school, can make intelligent choices on the questionnaire. It also assumes that parents, through helping their children decide on courses, through discussions with their own and neighbour's children, through home and school meetings, and through frequent discussions with other parents and teachers concerning the scholastic achievements or otherwise of their children, acquire enough familiarity with school activities, programs, and subjects to make meaningful rankings. Only parents who had children in high school were asked to answer the questionnaire.

Subjects Chosen to be Ranked. As the questionnaire was to be completed by students in Grade XI, it was thought advisable to use only subjects being taught in that grade. The number of subjects listed in the Senior High School Handbook (1957-58) for Grade XI was forty-eight. This was too great a number with which to work. The method of deleting subjects was as follows:

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[17]L.J. Cronbach, op. cit., p. 398.

(a) Some subjects were divided in the handbook into two separate courses, i.e. Automotives 20 and Automotives 21. In such cases only the name of the subject was given. In fact, all of the subjects were given without numerical designations.

(b) Law, psychology, and sociology were left out because of their presumed unfamiliarity among parents and their relative newness within the high school program. Office practice and clerical practice were deleted because of the vagueness of the terms.

This left a total of twenty-five subjects, twenty-two of which were to be ranked for boys, while eighteen were to be ranked for girls.

II. DATA COLLECTION

Pilot Study. A pilot study was carried out to see if the instructions and questions on the questionnaire were clear. Because of ambiguity in the construction of some of the questions on the section dealing with the prestige of curricular and extra-curricular activities, the troublesome questions were changed. Although the school used did not teach shop courses, the rankings were done satisfactorily and the instructions concerning this section were not changed.

Source of Data. Three composite high schools in different parts of the province were used in the final compilation of the data. These schools will be referred to as schools A, B, and C. The schools were among the largest in the province and taught a full range of the courses set out in the High School Handbook.

A sampling of Grade XI students was used in each school. Two reasons for the choice of this particular grade were:

(a) In the Grade XI group there would be a better chance of getting a sampling which would represent all of the different programs of study and most of the different subjects. Grade X students do not have such a wide choice of courses because of the greater number of constant subjects in this grade. Grade XII students would not represent to such an extent the different programs as most students in this grade are on a Matriculation program.

(b) Grade XI students, after having spent nearly two years at high school (the questionnaire was distributed in the latter part of May) would be familiar with the relative prestige attached to the different programs and subjects.

Distribution and Collection of Questionnaires. It was thought that a random sampling of the students would be most appropriate for the study. In school A the name of every third student in the Grade XI class was chosen when the students were listed alphabetically. The questionnaires were sent to the appropriate home rooms by the principal, were completed by the students and returned to the principal's office. In school B there was no streaming according to program in the Grade XI class. It was thus felt that an appropriate random sampling could be obtained by using students during classes in some of the constant subjects. Accordingly two classes, which approximated one third of the Grade XI group, were chosen. The principal had the questionnaires answered during class periods and returned. In school C, because

Grade XI students were streamed according to programs, it was thought that a random choice such as was done in school A would be most appropriate. This was found to be impractical, however, and with the cooperation of the principal six out of the seventeen classes were chosen so that students were represented in approximately proportionate numbers. These classes were brought together in the cafeteria where the questionnaires were distributed, completed, and returned.

Each student received one questionnaire to be answered by himself, and one questionnaire to be answered by his parents. All of the teachers in the schools visited received a copy of the questionnaire for teachers.

A total of 298 questionnaires were distributed to students, 298 to parents abd 140 to teachers. Students returned 297 (99.7 per cent), parents returned 185 (62.1 per cent) and teachers returned 110 questionnaires (78.6 per cent).

III. ANALYSIS OF DATA

Reason for Discarding Some of the Questionnaires. Some of the questionnaires from parents and teachers were returned uncompleted. In some cases mistakes or omissions were made in the rating. These questionnaires were not used in the final compilation of the data. In other questionnaires some of the sections were completed while other sections were not completed. In these cases the completed sections were used while the sections not completed or containing mistakes or omissions were rejected. Thus the total questionnaires used for the various sections will vary in number.

Classification of Data. Parents were treated as one group in the classification of the data.

Teachers were asked to write the name of the subject or subjects which they taught in high school. An attempt was then made to classify teachers on the basis of whether they taught matriculation, commercial, home economics, or shop subjects.

Student questionnaires were classified according to sex and program in which the student was enrolled.

Statistical Methods Used. As pointed out earlier, prestige is a quality which assumes the existence of orders or ranks. It is generally thought of in terms of "higher than," "greater than," "more than," etc. "If the relation (greater than) holds for all pairs of classes so that a complete rank ordering of classes arises, we have an ordinal scale.... With ordinal scaling, hypotheses can be treated by using a large group of nonparametric statistical tests which are sometimes called 'order statistics' or 'ranking statistics'".[18] Such nonparametric measures are used in the statistical treatment of the material in this thesis. Such statistics make the assumption of an underlying continuum and permit inequality between intervals,[19] two points discussed earlier in this chapter.

The results from the first seven questions on the questionnaire

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[18]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, McGraw-Hill Book Company, Inc., 1956, p. 24-25.

[19]Ibid., p. 25-26.

were treated with a Chi-square test for significance on the basis of the null hypothesis. As the resulting tables were 2x2 fold, Yates' correction was used.[20]

The program ratings were treated with a Chi-square test for significance of ratings, after which rank orders were based on the relative sizes of the medians. The rank ordering of the subjects was also based on the relative sizes of the medians. Medians, being non-parametric measures, were used in preference to means, for as Siegel points out, "The statistics most appropriate for describing the central tendency of scores in an ordinal scale is the median, since the median is not affected by changes of any scores which are above or below it as long as the number of scores above and below remains the same."[21]

Spearman's rho was used to correlate the rank differences in the ratings given to the courses by the various groups.[22]

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[20]H.E. Garrett, Statistics in Psychology and Education, Longmans, Green, and Co., New York, 1954, 4th edition, p. 258.

[21]Sidney Siegel, op. cit., p. 25.

[22]H.E. Garrett, op. cit., pp. 354-356.

CHAPTER IV

THE RELATIVE PRESTIGE OF CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

To determine the relative prestige of curricular and extra-curricular activities in the composite high schools of Alberta, a series of seven questions was formulated and distributed to parents, teachers, high school boys, and high school girls. Each group was asked to give two answers; the one most appropriate for boys and the one most appropriate for girls. Table I, found on pages 45 to 51, inclusive, in this chapter, shows the questions, the frequency of responses to each part of the questions from the different rating groups, the percentages to the nearest one per cent based on the frequencies, the significant differences between parts (a) and (b) of each question calculated by means of Chi square tests.

Table I, Appendix C, shows the results tabulated from the different schools studied. No direct references to the results from the individual schools will be made in this chapter except in cases where differences between the results from the schools are statistically significant on the basis of a Chi square test at or above the .05 level. With the exception of such cases, the results from each question will be treated as a composite score.

I. DISCUSSION OF RESULTS

Results From Individual Questions. Question 1 contrasts the prestige attached by the rating groups to students who attempt to get

high academic standing as a first consideration and treat participation in extra-curricular activities as a secondary consideration, and those students who make extra-curricular activities a prime consideration while treating high curricular achievement as a secondary consideration.

When this question was rated for boys, Table I shows that parents and teachers attach significantly higher prestige to boys who attempt to put curricular achievement as a primary consideration and extra-curricular achievement as a secondary consideration than to boys who attempt the reverse. When high school boys rate themselves, however, there is no statistically significant difference in the relative prestige attached to boys who prefer high curricular achievement and those who prefer high extra-curricular achievement, although a higher percentage give greater prestige to the latter group. High school girls show a statistically significant difference in prestige toward boys who attempt to get high achievement in extra-curricular activities.

When this question is rated for girls, Table I shows that all four groups give girls who attempt to get high curricular achievement in preference to high achievement in extra-curricular activities significantly higher prestige than girls who attempt the reverse.

TABLE I

EVALUATION OF CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES IN COMPOSITE HIGH SCHOOLS BY PARENTS, TEACHERS AND STUDENTS

Question 1. Do you think parents (teachers, students) would more highly regard a student who,

(a) Aimed to get good results in his (her) studies and only took part in other activities if he (she) felt that the extra time involved did not cause him (her) to lose marks?

(b) Did enough work merely to pass the courses and spent all the time he (she) could on other school activities?

	RATINGS FOR BOYS				RATINGS FOR GIRLS			
Rating Groups	Section of Question	Frequency	Percentages	Significance Level	Section of Question	Frequency	Percentages	Significance Level
Parents	(a)	151	86%	.01	(a)	169	97%	.01
	(b)	24	14%		(b)	6	3	
Teachers	(a)	96	95%	.01	(a)	100	99%	.01
	(b)	5	5%		(b)	1	1%	
High School Boys	(a)	49	31%	.01	(a)	105	81%	.01
	(b)	109	69%		(b)	24	19%	
High School Girls	(a)	49	31%	.01	(a)	131	83%	.01
	(b)	109	69%		(b)	27	17%	

The word "parents" was written on parents' questionnaires; the words "teachers"and "students" were written on the respective questionnaires.

TABLE I (continued)

Question 2. Would most parents (teachers, students) think more highly of a student if,
(a) He (She) came at the head of the class with high marks?
(b) He (She) was very successful in sports?

Rating Groups	RATINGS FOR BOYS				RATINGS FOR GIRLS			
	Section of Question	Frequency	Percentages	Significance Level	Section of Question	Frequency	Percentages	Significance Level
Parents	(a)	140	80%	.01	(a)	169	97%	.01
	(b)	35	20%		(b)	6	3%	
Teachers	(a)	93	92%	.01	(a)	96	95%	.01
	(b)	8	8%		(b)	5	5%	
High School Boys	(a)	20	16%	.01	(a)	91	71%	.01
	(b)	109	84%		(b)	38	29%	
High School Girls	(a)	22	14%	.01	(a)	95	60%	.05
	(b)	136	86%		(b)	63	40%	

TABLE I (continued)

Question 3. Which type of student would parents (teachers, students) admire more?

(a) A student who spent a lot of time studying so that he (she) would get a high standing in the courses and risked being called a "bookworm" by other students.

(b) A student who studied only enough to pass in his (her) courses and considered that making friends and getting along well with other students was more important than getting good marks.

	RATINGS FOR BOYS				RATINGS FOR GIRLS			
Rating Groups	Section of Question	Frequency	Percentages	Significance Level	Section of Question	Frequency	Percentages	Significance Level
Parents	(a)	108	62%	.01	(a)	108	62%	.01
	(b)	67	38%		(b)	67	38%	
Teachers	(a)	80	79%	.01	(a)	78	77%	.01
	(b)	21	21%		(b)	23	23%	
High School Boys	(a)	19	15%	.01	(a)	55	43%	Nil
	(b)	110	85%		(b)	74	57%	
High School Girls	(a)	35	22%	.01	(a)	61	39%	.01
	(b)	123	78%		(b)	97	61%	

TABLE I (continued)

Question 4. Would parents (teachers, students) more highly regard students who,

(a) Would not accept leadership positions in school clubs or on school teams for fear that they might get low marks?

(b) Would accept as many leadership positions as possible at the risk of getting low marks?

	RATINGS FOR BOYS				RATINGS FOR GIRLS			
Rating Groups	Section of Question	Frequency	Percentages	Significance Level	Section of Question	Frequency	Percentages	Significance Level
Parents	(a)	130	74%	.01	(a)	132	75%	.01
	(b)	45	26%		(b)	43	25%	
Teachers	(a)	78	77%	.01	(a)	77	76%	.01
	(b)	23	23%		(b)	24	24%	
High School Boys	(a)	41	32%	.01	(a)	63	49%	Nil
	(b)	88	68%		(b)	66	51%	
High School Girls	(a)	65	41%	.05	(a)	102	65%	.01
	(b)	93	59%		(b)	56	35%	

TABLE I (continued)

Question 5. Would parents (teachers, students) admire more;
(a) A student who won a scholarship for high standing in his (her) courses?
(b) A student who won a trophy for being an outstanding player on school teams?

	RATINGS FOR BOYS				RATINGS FOR GIRLS			
Rating Groups	Section of Question	Frequency	Percentages	Significance Level	Section of Question	Frequency	Percentages	Significance Level
Parents	(a)	141	81%	.01	(a)	167	95%	.01
	(b)	34	19%		(b)	8	5%	
Teachers	(a)	94	93%	.01	(a)	97	96%	.01
	(b)	7	7%		(b)	4	4%	
High School Boys	(a)	28	22%	.01	(a)	77	60%	.05
	(b)	101	78%		(b)	52	40%	
High School Girls	(a)	27	17%	.01	(a)	108	68%	.01
	(b)	131	83%		(b)	50	32%	

TABLE I (continued)

Question 6. In the opinion of most parents(teachers, students), which type of student would have the best chance of success later in life?

(a)A student who finished high school with a record of high marks in his (her) courses, but had taken part in few other activities and had made few friends.

(b) A student who "just made it" in his (her) courses but had participated in many activities and had made many friends.

Rating Groups	RATINGS FOR BOYS				RATINGS FOR GIRLS			
	Section of Question	Frequency	Percentages	Significance Level	Section of Question	Frequency	Percentages	Significance Level
Parents	(a)	93	53%	Nil	(a)	84	48%	Nil
	(b)	82	47%		(b)	91	52%	
Teachers	(a)	75	74%	.01	(a)	65	64%	.01
	(b)	26	26%		(b)	36	36%	
High School Boys	(a)	64	50%	Nil	(a)	78	60%	.05
	(b)	65	50%		(b)	51	40%	
High School Girls	(a)	82	52%	Nil	(a)	91	58%	Nil
	(b)	76	48%		(b)	67	42%	

TABLE I (continued)

Question 7. Would parents (teachers, students) think more highly of,
(a) A student who received a scholarship for high achievement in his (her) courses?
(b) A student who received an award for being very active as a leader in the students' union and in school clubs?

	RATINGS FOR BOYS				RATINGS FOR GIRLS			
Rating Groups	Section of Question	Frequency	Percentages	Significance Level	Section of Question	Frequency	Percentages	Significance Level
Parents	(a)	132	75%	.01	(a)	138	79%	.01
	(b)	43	25%		(b)	37	21%	
Teachers	(a)	87	86%	.01	(a)	90	89%	.01
	(b)	14	14%		(b)	11	11%	
High School Boys	(a)	38	29%	.01	(a)	71	55%	Nil
	(b)	91	71%		(b)	58	45%	
High School Girls	(a)	43	27%	.01	(a)	88	56%	Nil
	(b)	115	73%		(b)	70	44%	

Question 2 contrasts the relative prestige between high academic achievement and success in sports. Here, Table I indicates that while parents and teachers give higher prestige to boys who excel in academic achievement, high school boys and high school girls give higher prestige to boys who excel in sports. When the rating is done for girls, all groups give higher prestige to girls who excel in academic work than to girls who excel in sports. All ratings are statistically significant.

In Question 3 a contrast is made between the relative prestige attached to high academic achievement and that attached to high social achievement. When the question is rated for boys, the results show a significant preference for high academic standing among boys by parents and teachers, but high school boys and high school girls show a statistically significant prestige value in favor of boys who are socially competent. The results here are similar to those obtained from Question 2.

When Question 3 is rated for girls, parents and teachers still show a statistically significant difference in prestige in favor of high academic achievement. High school boys show no significant preference although the percentage of answers show a slight difference in favor of sociability. High school girls, however, rate girls who are socially competent as higher in prestige than girls who seek high academic standing.

Question 4 makes a contrast between students who seek high academic achievement and students who take leadership positions. Here again Table I shows that parents and teachers give higher prestige to

both boys and girls who seek academic achievement than to students who prefer extra-curricular activities. High school boys more highly regard boys who accept leadership positions than those who reject them in favor of academic achievement, but are undecided in their ratings for girls. High school girls rate as high in prestige those boys who take leadership positions but rate girls who reject them in favor of academic achievement high in prestige.

Question 5 is similar to Question 2 in that it contrasts high academic standing and success in sports. Question 5, however, contrasts tangible rewards for success in the two activities. Table I shows that the results are similar to those from Question 2 as parents and teachers give higher prestige to both boys and girls who get high academic standing than to those who are successful in sports, while high school boys and high school girls give high prestige to boys who excel in sports but to girls who excel in academic activities.

In stating Question 6 it was assumed that "success later in life" would comprise a basis for the measurement of the relative prestige attached to high academic achievement and high social achievement. As such, it was intended to correspond with Question 3 which contrasted academic and social achievement. In view of the fact that the results from this question show no significant difference between these aspects when rated by parents for boys and girls and when rated for boys by high school boys and girls, and since Question 3 shows a high significant difference when these two criteria are contrasted, it is doubtful whether the assumption underlying Question 6 is sound and whether it measures the relative prestige of these

aspects at all.

A probable explanation of these results is that the term "success later in life" is ambiguous and subject to different interpretations by most people. Teachers may have given a statistically significant difference in favor of high academic success as a criterion of "success later in life" because in their profession high academic qualifications are essential. In any case it is felt that this question cannot be considered as measuring the same values as the other questions and no inferences regarding relative prestige will be drawn from these results.

Question 7 is similar in content to Question 4. It contrasts leadership and high achievement but emphasizes tangible rewards as a criterion of success.

The results are similar to those obtained from Question 4 in that parents and teachers give statistically significant ratings in favor of boys who receive academic scholarships while high school boys and girls give higher prestige ratings to boys who receive leadership awards. When the rating is done for girls, parents and teachers rate in the same way as for boys. High school boys and girls, however, show results which are not statistically significant although percentages are higher for academic scholarship than for leadership awards.

Consolidation of Results. It will be noted that part (a) of each question in this section of the questionnaire suggests a student who concentrates on academic success and takes little part

TABLE II

TOTAL PRESTIGE SCORES OF PARENTS, TEACHERS, HIGH SCHOOL BOYS AND HIGH SCHOOL GIRLS FOR CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

	RATINGS FOR BOYS				RATINGS FOR GIRLS			
Rating Groups	Section of Question	Frequency	Percentages	Significance Level	Section of Question	Frequency	Percentages	Significance Level
Parents	(a)	802	76%	.01	(a)	883	84%	.01
	(b)	248	24%		(b)	167	16%	
Teachers	(a)	528	87%	.01	(a)	538	89%	.01
	(b)	78	13%		(b)	68	11%	
High School Boys	(a)	203	26%	.01	(a)	462	60%	.01
	(b)	571	74%		(b)	312	40%	
High School Girls	(a)	241	25%	.01	(a)	585	62%	.01
	(b)	707	75%		(b)	363	38%	

NOTE: The total frequency scores are a consolidation of results taken from Table I. Question 6 is omitted in caculating these scores (see text).

in extra-curricular activities, while part (b) of each question suggests a student who gives little consideration to academic proficiency and concentrates on extra-curricular activities. A consolidated score of the results from each part of these questions should therefore give an indication of the relative prestige attached to these two parts of the school program by the rating groups. Table II gives the total scores for the different rating groups on parts (a) and (b) of the questions. The results from Question 6 are omitted from this score because, as pointed out above, it is questionable whether this question, due to faulty wording, measures the same values as the other questions. Significant differences were found by means of a Chi-square test using the total frequencies.

Table II shows that when these questions are rated by parents a statistically significant difference in relative prestige is shown for both boys and girls. In both cases the prestige of students who concentrate on academic proficiency is higher than for those who concentrate on extra-curricular activities. This result was evident because on each separate question included parents gave a statistically significant rating in favor of such students.

It will be noted that 76 per cent of the parents rated boys who concentrate on curricular activities as high in prestige while 84 per cent of the parents rated girls high in this category. When a Chi-square test was run on the total frequency scores of the ratings for both boys and girls, it was found that the scores are significantly different beyond the .01 level. Thus, a further inference can be made that parents give relatively higher prestige to girls who

concentrate on academic activities to the exclusion of extra-curricular activities than they do to boys.

When teachers' scores are consolidated the results are also statistically significant in favor of both boys and girls who attempt to excel in curricular activities. This, of course, was to be expected seeing that on each separate question teachers gave a significant rating in this respect.

Here, although there is a slight difference in the degree of prestige awarded to boys and girls (87 per cent for boys and 89 per cent for girls), this difference is not statistically significant. We cannot say on the basis of this sampling that more prestige is awarded by teachers to girls who are academically inclined than to boys although a difference is indicated which might be significant if a larger sampling was used.

It will have been noted above that when boys rate themselves on these questions, only in Question 1 (Question 6 being omitted) is there no significant difference between the prestige attached to boys who excel in curricular activities and those who excel in extra-curricular activities. It was pointed out, however, that while the results in Question 1 are not statistically significant, a greater number of the boys (56 per cent) give higher prestige to those boys who excel in extra-curricular activities than to boys who excel in curricular activities (44 per cent). In the other questions, where definite aspects of the extra-curricular program are mentioned, boys who prefer extra-curricular activities to curricular activities are given statistically significant prestige. The lack of statistical

significance in Question 1, especially in view of the significance found in the other questions, may be because of the vagueness of the term "other school activities."

When the scores of high school boys rating themselves are consolidated, Table II shows a statistically significant difference in prestige toward students who excel in extra-curricular activities. Bearing in mind the foregoing discussion, the inference can be fairly made on the basis of these results that high school boys give higher prestige to boys who excel in extra-curricular activities than to boys who achieve high academically.

When the rating is done by high school boys for girls, we have seen above that results vary when different aspects of the extra-curricular program are contrasted with curricular activities. In Question 1, when high academic proficiency is contrasted with success in "other school activities" the preference is statistically significant in favor of academic proficiency. In Questions 2 and 5, when academic success is contrasted with success in sports, the results also show a statistically significant preference for academic proficiency. In Question 3, when high academic standing is contrasted with high social proficiency, and in Questions 4 and 7, when high academic standing is contrasted with leadership proficiency, no statistically significant differences are found. When the composite results from these questions are calculated, Table II shows that boys give an overall prestige rating to girls statistically significant in favor of high academic proficiency. The foregoing discussion, however, points out that the inference intimated by this composite score is not necessarily valid when certain aspects

of the extra-curricular program are considered.

Table II shows that the consolidated scores when high school girls rate these questions for boys is statistically significant in favor of boys who get high achievement in extra-curricular activities. This result corresponds with the results from the individual questions and the inference can readily be made that high school girls give significantly higher prestige to boys who excel in extra-curricular activities than to boys who excel academically.

The consolidated score for girls rating themselves on these questions shows a significant difference in favor of girls who excel academically. A review of the individual questions in Table I will show that in Questions 1, 2, 4, and 5 there are significant preferences in this respect, but in Question 3, which contrasts academic proficiency and social proficiency, there is a significant preference for girls who have high social proficiency, while in Question 7, which contrasts academic proficiency and leadership proficiency, there is no significant preference in the ratings. These somewhat nebulous results, also evident when boys rate girls, suggest that there is no clear distinction in relative prestige between girls who achieve high academically and those who excel in extra-curricular activities when girls are rated by high school students. Although the composite scores indicate an overall prestige value in favor of girls who achieve high academically, a review of the individual questions show that the relative prestige varies as different aspects of the extra-curricular program are considered.

II. STATISTICAL DIFFERENCE IN THE RESULTS FROM THE THREE SCHOOLS STUDIED

When results of these questions from the three schools used in this study were tabulated and treated with a Chi-square test for significance, five instances were found in which there were statistically significant differences in the ratings between the three schools at or above the .05 level. This is a relatively small number considering that with four rating groups rating six questions (Question 6 omitted) and each question being rated for boys and girls the total possible number of instances in which such differences could have occurred is forty-eight. This shows a high degree of consistency in the ratings between the schools and adds to the validity of the study.

The five instances in which significant differences were found are discussed below. The following tables are drawn from the more complete data in Table I, Appendix C.

When parents rate the questions on the relative prestige of curricular and extra-curricular activities for boys only in one instance (Question 5) is there found a statistically significant difference in the ratings from the three schools, A, B, and C. Table III shows these results. The frequencies of the responses are shown in brackets after the percentages.

It will be remembered that Question 5 contrasts the relative prestige between students who receive scholarships for high academic standing and those who receive trophies for success in sports. The significant difference shown in Table III arises from the exceptional preference given part (a) by parents from school B (91 per cent) in

contrast to the results from school A (70 per cent). Parents from all three schools, however, show a statistically significant preference for part (a) so that a composite result in this case was thought justifiable.

TABLE III

PRESTIGE ATTACHED TO CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES BY PARENTS FROM THE DIFFERENT SCHOOLS WHEN RATING FOR BOYS

This table is drawn from the more complete data found in Appendic C. Frequencies are given in brackets following the percentages.

	Part of Question	SCHOOLS A	B	C	Significance Level
Ques.5	(a)	70% (45)	91% (20)	85% (76)	.05
	(b)	30% (19)	9% (2)	15% (13)	

When parents rate the questions for girls there are no cases where there is a significant difference in ratings between the schools.

When teachers rate the questions for boys, a significant difference is found in the ratings from the three schools in Question 4. This question contrasts academic proficiency and leadership proficiency in school clubs. Table IV shows that the significant difference arises from the relatively low prestige given to part (a) by school B. This result for boys by teachers from school B is the opposite of that for boys by parents from the same school, discussed above, where the significant difference is caused by the relatively high prestige given part (a).

TABLE IV

PRESTIGE ATTACHED TO CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES BY TEACHERS FROM THE DIFFERENT SCHOOLS WHEN RATING FOR BOYS

This table is drawn from the more complete data found in Appendix C. Frequencies are given in brackets following the percentages.

	Part of Question	SCHOOLS A	B	C	Significance Level
Ques. 4	(a)	83% (24)	59% (16)	84% (38)	.05
	(b)	17% (5)	41% (11)	16% (7)	

The direction of the scores in the three schools is the same and a composite score serves to modify the percentages, not change the direction. A composite score was also thought to be justifiable in this case.

When the questions are rated by teachers for girls no significant differences in the results between schools are found. None are found in the ratings for boys by boys.

In the ratings by boys for girls a significant difference is found in Question 2. Table V shows that this is due to the relatively low rating given part (a) by boys from school A. Question 2 contrasts academic proficiency, part (a), with success in sports, part (b). Here again the direction of the scores are the same and a composite score was felt to be justifiable.

TABLE V

PRESTIGE ATTACHED TO CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES BY BOYS FROM THE DIFFERENT SCHOOLS WHEN RATING FOR GIRLS

This table is drawn from the more complete data found in Appendix C. Frequencies are given in brackets following the percentages.

	Part of Question	SCHOOLS A	B	C	Significance Level
Ques. 2	(a)	54% (21)	68% (15)	81% (55)	.05
	(b)	46% (18)	32% (7)	19% (13)	

When the rating is done for boys by girls a significant difference at the .01 level between the schools is found in the results from Question 5. This question contrasts academic proficiency when signified by the acquirement of scholarships and success in sports signified by the acquirement of trophies.

Table VI shows that this difference arises from the relatively low score of part (b) from school B when compared with the relatively high score for part (b) from school A. It was found earlier that school B showed a relatively high score for part (a) of this question in relation to school A when the rating was done for boys by parents. As in the other cases, however, the figures show a difference in degree and not in direction. A composite score was thought to be justifiable.

TABLE VI

PRESTIGE ATTACHED TO CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES BY GIRLS FROM THE DIFFERENT SCHOOLS WHEN RATING FOR BOYS

The table is drawn from the more complete data found in Appendix C. Frequencies are given in brackets following the percentages.

	Part of Question	SCHOOLS A	B	C	Significance Level
Ques. 5	(a)	4% (2)	42% (13)	15% (12)	.01
	(b)	96% (46)	58% (18)	85% (67)	

When girls rate themselves, the scores from the individual schools show a significant difference in the rating of Question 4. This question contrasts the prestige of students with high academic proficiency and students with high leadership proficiency.

Table VII gives these results and shows that, while girls in schools B and C give themselves higher prestige for academic achievement, girls in school A give higher prestige to leadership proficiency. The figures for school A, however, are not statistically significant.

It was pointed out earlier in this chapter that the relative prestige of curricular and extra-curricular activities for girls when rated by boys and girls in the high schools used in this study varies as different extra-curricular activities are considered. Therefore, no definite conclusions are drawn from this study in this respect.

TABLE VII

PRESTIGE ATTACHED TO CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES BY GIRLS FROM THE DIFFERENT SCHOOLS WHEN RATING FOR GIRLS

	Part of Question	SCHOOLS A	B	C	Significance Level
Ques. 4	(a)	48% (23)	68% (21)	73% (58)	.05
	(b)	52% (25)	32% (10)	27% (21)	

III. SUMMARY

The results from this chapter suggest the following conclusions.

(a) Parents give a statistically significant higher degree of prestige to students of both sexes who excel in curricular activities than to students who excel in extra-curricular activities.

(b) The prestige given by parents to girls who excel in curricular activities is significantly higher than that given to boys.

(c) Teachers give significantly higher prestige to students of both sexes who excel in curricular activities than to students who excel in extra-curricular activities.

(d) Both high school boys and high school girls give significantly higher prestige to boys who are proficient in extra-curricular activities than to boys who are proficient in curricular activities.

(e) Although the consolidated results of the ratings from both boys and girls give significantly higher prestige to girls who excel in

curricular activities than to girls who excel in extra-curricular activities, an analysis of the results from the individual questions show that when certain aspects of the extra-curricular program such as leadership and social proficiency are rated, the degree of such prestige is not statistically significant.

(f) Significant differences in the ratings from the different schools were found in a few instances. Such variations indicate that prestige may be determined to a limited extent by environmental factors within the different schools.

CHAPTER V.

THE RELATIVE PRESTIGE RANKS OF THE PROGRAMS OF STUDY

In this section of the questionnaire, parents, teachers, high school boys, and high school girls were asked to rank in order of prestige the following programs of study found in Alberta composite high schools: the business education or commercial program, the shop program, the home economics program, the general program, and the matriculation program. A brief explanation of each program was given on the questionnaire. Two separate rankings were to be made, one for boys in which case a ranking of the home economics program was not included, and one for girls in which case a ranking of the shop program was deleted.

Each group was asked to rank in the order in which it was felt prestige was accorded by most members of that group. Thus parents were asked to rank the programs in the order which they thought most parents would rank them; teachers were asked to rank in the order which they thought would be acceptable to most teachers, etc. The ranking was to be done in numerical order with number 1 being given to the program to which most prestige is attached.

A copy of the questionnaire is found in Appendix A.

I. STATISTICAL TREATMENT OF RESULTS

When tabulating the results, the scores from the four ranking groups were arranged in frequency distributions and medians were

computed. Rank orders were assigned according to the relative sizes of the medians. Tabulations were drawn up for the results obtained from the ranking groups in the different schools as well as for the total distributions from each group. The total distributions were treated with a chi-square test for significance in ranking and in each case the significance was beyond the .01 level.

In an attempt to determine whether the rankings given by the different groups was influenced by association with different programs, an analysis was done contrasting the rankings given by teachers teaching in the different programs and students enrolled in different programs. A Chi-square test was not computed on these distributions as the numbers in some cases were too small.

II. PROGRAM RANKINGS FOR BOYS

Rankings By Parents Table VIII, which gives the total distribution of results from parents when the programs are ranked for boys, shows that there is a high degree of agreement in giving the matriculation program highest prestige. A check with Table IX, which gives the medians and rank orders computed from the results of the individual schools (Appendix D), shows that the matriculation program is placed highest in each of the schools.

Parents from the different schools are also in agreement in placing the general program lowest in prestige. The total distribution indicates that 58 per cent of the parents place it in the last cell.

An analysis of the scores given the commercial and shop programs indicate that there is little agreement among parents as to the relative

TABLE VIII

TOTAL DISTRIBUTION OF RESPONSES WHEN PROGRAMS ARE RANKED FOR BOYS BY PARENTS

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	168	3	4	2	1.03	1
Shop	6	66	76	29	2.27	2
Commercial	2	70	62	43	2.77	3
General	1	38	35	103	3.64	4

NOTE: The rank order is based on the relative sizes of the medians.

TABLE IX

COMPARISONS OF RANK ORDERS AND MEDIANS FROM THE INDIVIDUAL SCHOOLS WHEN PROGRAMS ARE RANKED FOR BOYS BY PARENTS

Programs	School A Medians	School A Rank Order	School B Medians	School B Rank Order	School C Medians	School C Rank Order
Matriculation	1.03	1	1.03	1	1.03	1
Shop	2.57	2	2.95	3	2.47	3
Commercial	3.00	3	2.45	2	2.63	2
General	3.57	4	3.69	4	3.67	4

NOTE: The rank orders and medians are based on the total distributions from the individual schools found in Appendix D. The rank orders are based on the relative sizes of the medians.

prestige of these two programs for boys. The small difference in medians in Table VIII (2.77 for the commercial program and 2.72 for the shop program), and the degree of disagreement in the scores from the individual schools, where the commercial program is ranked second in schools B and C and third in school A (Table IX), illustrate this.

Rankings By Teachers Table X shows that there is unanimous agreement among the teachers who took part in the study in giving the matriculation highest prestige for boys. While parents give the general program lowest prestige for boys, teachers place it second. An analysis of the rankings from the individual schools (Table XI) show that it is placed fourth, second, and third, thus indicating no clear agreement as to its relative position.

There is also no clear agreement among teachers in the relative placement of the commercial and shop programs. Although the total distribution places the commercial program third and the shop program fourth, the scores from the three schools show variations in the rank orders.

Rankings By Boys The rank order obtained from the total distribution of scores when boys rank the programs for boys (Table XII) shows agreement with the rank order from the ratings by parents. (Table VIII). The matriculation program ranks first and Table XIII indicates that the results from the three schools are in agreement with this rating. An analysis of the ranks from the three schools for the other programs, however, shows disagreement in the rank orders. The

TABLE X

TOTAL DISTRIBUTION OF RESPONSES WHEN PROGRAMS ARE RANKED FOR BOYS BY TEACHERS

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	93	0	0	0	1.00	1
General	0	45	10	38	2.65	2
Commercial	0	30	46	17	2.86	3
Shop	0	18	37	38	3.27	4

NOTE: The rank order is based on the relative sizes of the medians.

TABLE XI

COMPARISON OF RANK ORDERS AND MEDIANS FROM THE INDIVIDUAL SCHOOLS WHEN PROGRAMS ARE RANKED FOR BOYS BY TEACHERS

	School A		School B		School C	
Programs	Medians	Rank Order	Medians	Rank Order	Medians	Rank Order
Matriculation	1.00	1	1.00	1	1.00	1
General	3.50	4	3.25	2	2.75	3
Commercial	2.88	2	3.08	3	2.71	2
Shop	3.04	3	3.25	4	3.47	4

NOTE: The rank orders and medians are based on the total distributions from the individual schools found in Appendix D. The rank orders are based on the relative sizes of the medians.

lack of definite agreement on the ranking for these three programs is indicated also in the distribution of the total scores (Table XII).

Rankings By Girls The rankings from girls show agreement with the rankings from the other groups in that the matriculation program is given highest prestige both in the total distribution (Table XIV) and in the results from the three schools (Table XV). Girls place the shop program second and this ranking is in agreement with the results from the individual schools. It was found that parents and boys also placed the shop program as second in prestige for boys. It is interesting to note that twenty-one of the girls place the shop program first in prestige.

The total distribution places the general program third and the commercial program fourth, but the results from the schools indicate disagreement in this relative placement.

III. PROGRAM RANKINGS FOR GIRLS

Rankings By Parents The results from parents when ranking for girls show a high degree of agreement with complete correlations between the rank order of the programs from the total distribution (Table XVI)and the rank orders from the individual schools (Table XVII). In the total distribution, the matriculation program ranks first with 81 per cent of the parents placing it in this position, the commercial program is placed second with 62 per cent of the parents placing it in this cell, the home economics program is third being placed there by 51 per cent of the scores, and the general

TABLE XII

TOTAL DISTRIBUTION OF RESPONSES WHEN PROGRAMS ARE RANKED FOR BOYS BY BOYS

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	106	10	5	3	1.08	1
Shop	8	42	45	29	2.77	2
Commercial	4	42	42	36	2.88	3
General	6	30	32	56	3.31	4

NOTE: The rank order is based on the relative sizes of the medians.

TABLE XIII

COMPARISON OF RANK ORDERS AND MEDIANS FROM THE INDIVIDUAL SCHOOLS WHEN PROGRAMS ARE RANKED FOR BOYS BY BOYS

	School A		School B		School C	
Programs	Medians	Rank Order	Medians	Rank Order	Medians	Rank Order
Matriculation	1.08	1	1.11	1	1.08	1
Shop	2.96	3	2.94	3	2.60	2
Commercial	2.67	2	3.13	4	2.84	3
General	3.00	4	2.50	2	3.64	4

NOTE: The rank orders and medians are besed on the total distributions from the individual schools found in Appendix D. The rank orders are based on the relative sizes of the medians.

TABLE XIV

TOTAL DISTRIBUTION OF RESPONSES WHEN PROGRAMS ARE RANKED FOR BOYS BY GIRLS

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	131	15	7	2	1.10	1
Shop	21	79	39	16	3.22	2
General	3	32	52	68	3.32	3
Commercial	0	29	57	69	3.35	4

NOTE: The rank order is based on the relative sizes of the medians.

TABLE XV

COMPARISON OF RANK ORDERS AND MEDIANS FROM THE INDIVIDUAL SCHOOLS WHEN PROGRAMS ARE RANKED FOR BOYS BY GIRLS

	School A		School B		School C	
Programs	Medians	Rank Order	Medians	Rank Order	Medians	Rank Order
Matriculation	1.23	1	1.03	1	1.05	1
Shop	2.13	2	2.25	2	2.24	2
General	2.91	3	3.27	4	3.57	4
Commercial	3.73	4	3.13	3	3.16	3

NOTE: The rank orders and medians are based on the total distributions from the individual schools found in Appendix D. The rank orders are based on the relative sizes of the medians.

program is fourth with 68 per cent of the scores placing it in this category.

Rankings By Teachers The rank orders from the individual schools (Table XIX) indicate agreement among teachers in placing the matriculation program first and the commercial program second in prestige for girls. The total distribution (Table XVIII) shows that in the case of the matriculation program this ranking is quite definite with 97 per cent of the scores placing it first. For the commercial program, 62 per cent of the rankings place it second. The total scores place the general program third and the home economics program fourth although the results from the different schools show a lack of definite agreement in this ranking order.

Rankings By Boys When the ranking is done by boys for girls there is complete correlation of the rank order from the total distribution (Table XX) and the rank orders from the different schools (Table XXI). The matriculation program is ranked first, the commercial program second, the home economics program third, and the general program fourth. It is interesting to note that this order corresponds with the program order when the ranking is done by parents.

Rankings By Girls When girls rank the programs for girls, Tables XXII and XXIII show that the rank order from the total distribution of scores and those from the individual schools correspond and correlate with the rank orders shown by parents and boys.

TABLE XVI

TOTAL DISTRIBUTION OF RESPONSES WHEN PROGRAMS ARE RANKED FOR GIRLS BY PARENTS

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	144	12	18	3	1.11	1
Commercial	21	109	36	11	2.12	2
Home Economics	10	33	92	42	2.75	3
General	2	23	31	121	3.51	4

NOTE: The rank order is based on the relative sizes of the medians.

TABLE XVII

COMPARISON OF RANK ORDERS AND MEDIANS FROM THE INDIVIDUAL SCHOOLS WHEN PROGRAMS ARE RANKED FOR GIRLS BY PARENTS

	School A		School B		School C	
Programs	Medians	Order	Medians	Rank Order	Medians	Rank Order
Matriculation	1.14	1	1.12	1	1.10	1
Commercial	2.07	2	2.25	2	2.12	2
Home Economics	3.05	3	3.11	3	2.94	3
General	3.75	4	3.69	4	3.80	4

NOTE: The rank orders and medians are based on the total distributions from the individual schools found in Appendix D. The rank orders are based on the relative sizes of the medians.

TABLE XVIII

TOTAL DISTRIBUTION OF RESPONSES WHEN PROGRAMS ARE RANKED FOR GIRLS BY TEACHERS

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	90	1	2	0	1.02	1
Commercial	2	58	26	7	3.27	2
General	1	28	21	43	3.33	3
Home Economics	0	6	44	43	3.42	4

NOTE: The rank order is based on the relative sizes of the medians.

TABLE XIX

COMPARISON OF RANK ORDERS AND MEDIANS FROM THE INDIVIDUAL SCHOOLS WHEN PROGRAMS ARE RANKED FOR GIRLS BY TEACHERS

	School A		School B		School C	
Programs	Medians	Order	Medians	Rank Order	Medians	Rank Order
Matriculation	1.02	1	1.05	1	1.00	1
Commercial	2.15	2	2.41	2	2.71	2
General	3.72	4	3.00	3	2.75	3
Home Economics	3.21	3	3.58	4	3.47	4

NOTE: The rank orders and medians are based on the total distributions from the individual schools found in Appendix D. The rank orders are based on the relative sizes of the medians.

IV. PROGRAM RANKINGS BY TEACHERS TEACHING IN DIFFERENT PROGRAMS

To determine whether the degree of prestige attached to any one program is influenced by the program with which the respondent is associated, teachers were asked to list the subjects which they taught in high school, and on the basis of these answers they were divided into groups; those teaching academic subjects, those teaching commercial subjects, those teaching shop subjects, and those teachers teaching home economics subjects. Only teachers who taught a full program of academic subjects were placed in the academic group. When instances were found where teachers taught academic subjects and subjects in another program, they were placed in the other program.

Out of a total ranking group of ninety-three teachers, sixty-six were found to be teaching academic subjects, eleven teaching commercial subjects, ten teaching shop subjects, and six teaching home economics subjects.

The rankings given by shop teachers to the programs for girls and the rankings given by home economics teachers to the programs for boys are not used in this discussion.

Rankings For Boys Table XXIV shows the total distributions, medians and rank orders of the programs when ranked for boys by teachers teaching academic, commercial and shop subjects. It will be noted that teachers rank the matriculation program first in prestige and the commercial program third regardless of the program with which the teachers are associated. In the case of the shop program, academic teachers and commercial teachers give it a rank order of four while

TABLE XX

TOTAL DISTRIBUTION OF RESPONSES WHEN PROGRAMS ARE RANKED FOR GIRLS BY BOYS

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	85	23	13	3	1.23	1
Commercial	28	60	29	7	2.07	2
Home Economics	10	28	54	32	2.94	3
General	1	13	28	82	3.74	4

NOTE: The rank order is based on the relative sizes of the medians.

TABLE XXI

COMPARISON OF RANK ORDERS AND MEDIANS FROM THE INDIVIDUAL SCHOOLS WHEN PROGRAMS ARE RANKED FOR GIRLS BY BOYS

	School A		School B		School C	
Programs	Medians	Rank Order	Medians	Rank Order	Medians	Rank Order
Matriculation	1.30	1	1.35	1	1.16	1
Commercial	2.00	2	2.06	2	2.10	2
Home Economics	2.86	3	3.25	3	2.91	3
General	3.00	4	3.33	4	3.79	4

NOTE: The rank orders and medians are based on the total distributions from the individual schools found in Appendix D. The rank orders are based on the relative sizes of the medians.

TABLE XXII

TOTAL DISTRIBUTION OF RESPONSES WHEN PROGRAMS ARE RANKED FOR GIRLS BY GIRLS

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	126	21	6	2	1.12	1
Commercial	28	103	21	3	1.98	2
Home Economics	0	20	89	46	3.15	3
General	1	11	39	104	3.75	4

NOTE: The rank order is based on the relative sizes of the medians.

TABLE XXIII

COMPARISON OF RANK ORDERS AND MEDIANS FROM THE INDIVIDUAL SCHOOLS WHEN PROGRAMS ARE RANKED FOR GIRLS BY GIRLS

	School A		School B		School C	
Programs	Medians	Order	Medians	Rank Order	Medians	Rank Order
Matriculation	1.21	1	1.05	1	1.09	1
Commercial	1.92	2	1.98	2	2.01	2
Home Economics	3.14	3	3.25	3	3.11	3
General	3.73	4	3.73	4	3.78	4

NOTE: The rank orders and medians are based on the total distributions from the individual schools found in Appendix D. The rank orders are based on the relativs sizes of the medians.

shop teachers give it a rank order of two.

Rankings For Girls In Table XXV, which shows the rankings for girls by teachers associated with the different programs, the matriculation and commercial programs are ranked first and second respectively by teachers in all programs. The home economics program is ranked third by teachers teaching home economics subjects, and fourth by teachers teaching academic and commercial subjects.

V. PROGRAM RANKINGS BY STUDENTS ENROLLED IN DIFFERENT PROGRAMS

To determine whether enrollment in different programs affects the ranking of these programs by students, boys and girls were divided on the basis of their answers to a question asking the program in which they were enrolled. Out of a total of 124 boys who answered this part of the questionnaire, 84 were enrolled in the matriculation program, 21 in the general program, and 15 in the shop program. Four boys did not complete this question and no boys were found enrolled in the commercial program.

Out of 155 girls, 84 were enrolled in the matriculation program, 64 in the commercial program, and 7 in the general program. No girls enrolled in the home economics program were found.

Rankings By Boys An analysis of the rankings given the programs for boys enrolled in different programs (Table XXVI) indicate clear agreement on the high prestige of the matriculation program. It is interesting to note, however, that boys in the general program rank the general program second while boys in the shop program rank the

TABLE XXIV

PROGRAM RANKINGS FOR BOYS BY TEACHERS TEACHING ACADEMIC, COMMERCIAL AND SHOP SUBJECTS

I. Rankings By Teachers Teaching Academic Subjects

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	66	6	6	0	1.00	1
General	0	33	9	24	2.50	2
Commercial	0	24	32	10	2.78	3
Shop	0	9	25	32	3.46	4

II. Rankings By Teachers Teaching Commercial Subjects

Programs	Ranking Order 1	2	3	4	Medians	Order
Matriculation	11	0	0	0	1.00	1
General	0	6	1	4	2.42	2
Commercial	0	3	6	2	2.92	3
Shop	0	2	4	5	3.38	4

III. Rankings By Teachers Teaching Shop Subjects

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	10	0	0	0	1.00	1
Shop	0	5	4	1	2.50	2
Commercial	0	1	6	3	3.17	3
General	0	4	0	6	3.67	4

TABLE XXV

PROGRAM RANKINGS FOR GIRLS BY TEACHERS TEACHING ACADEMIC, COMMERCIAL AND HOME ECONOMICS SUBJECTS

I. Rankings By Teachers Teaching Academic Subjects

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	64	1	1	0	1.02	1
Commercial	2	40	18	6	2.28	2
General	0	22	17	27	3.15	3
Home Economics	0	3	30	33	3.50	4

II. Rankings By Teachers Teaching Commercial Subjects

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	10	0	1	0	1.05	1
Commercial	0	7	4	0	2.29	2
General	1	4	2	4	2.75	3
Home Economics	0	0	4	7	3.71	4

III. Rankings By Teachers Teaching Home Economics Subjects

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	6	0	0	0	1.00	1
Commercial	0	5	1	0	2.10	2
Home Economics	0	1	5	0	2.90	3
General	0	0	0	6	4.00	4

TABLE XXVI

PROGRAM RANKINGS FOR BOYS BY BOYS ENROLLED IN MATRICULATION, SHOP AND GENERAL PROGRAMS

I. Rankings By Boys Enrolled In The Matriculation Program

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	77	5	1	1	1.05	1
Commercial	2	34	28	20	2.17	2
Shop	3	29	31	21	2.82	3
General	2	16	24	42	3.50	4

II. Rankings By Boys Enrolled In The Shop Program

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	10	2	3	0	1.25	1
Shop	3	8	3	1	2.06	2
General	2	4	2	7	3.25	3
Commercial	0	1	7	7	3.43	4

III. Rankings By Boys Enrolled In The General Program

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	16	2	1	2	1.16	1
General	2	9	6	4	2.44	2
Commercial	2	6	5	8	3.00	3
Shop	1	4	9	7	3.11	4

shop program second. Boys in the matriculation program rank the commercial program second.

Rankings By Girls Table XXVII shows that when girls rank the programs for themselves, the matriculation and commercial programs are ranked first and second respectively. Girls in the general program rank their program third while other girls rank it fourth.

VI. SUMMARY

The results from this chapter are summarized by the following points.

(a) The matriculation program has highest prestige for both boys and girls among all ranking groups (parents, teachers, high school boys, and high school girls). This is also true when the results from the various schools are contrasted and when teachers and students associated with other programs do the ranking.

(b) The prestige of the commercial, shop, and general programs, when ranked for boys, varies among the ranking groups. There is also a great deal of variation in the rankings of the three programs when the results from each group from the different schools are tabulated. This indicates a lack of agreement on the relative prestige of these programs among the groups, and possible environmental factors within the different schools and communities which influence the rankings.

(c) The commercial program is ranked second in prestige by all groups when the ranking is done for girls. Results from the individual schools show agreement on this ranking.

(d) Parents, high school boys, and high school girls from the

TABLE XXVII

PROGRAM RANKINGS FOR GIRLS BY GIRLS ENROLLED IN MATRICULATION COMMERCIAL AND GENERAL PROGRAMS

I. Rankings By Girls Enrolled In The Matriculation Program

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	73	9	2	0	1.08	1
Commercial	10	55	17	2	2.08	2
Home Economics	0	12	50	22	3.10	3
General	1	8	15	60	3.80	4

II. Rankings By Girls Enrolled In The Commercial Program

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	48	10	4	2	1.17	1
Commercial	16	44	4	0	1.86	2
Home Economics	0	8	36	20	3.17	3
General	0	2	20	42	3.47	4

III. Rankings By Girls Enrolled In The General Program

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	5	2	0	0	1.20	1
Commercial	2	4	0	1	1.88	2
General	0	1	4	2	3.13	3
Home Economics	0	0	3	4	3.63	4

different schools show conformity in ranking the home economics and general programs second and third respectively for girls. Teachers rank the general program third and the home economics program fourth in the total distribution but show differences in the rankings from the three schools.

(e) It was shown above that all ranking groups rank the matriculation highest in prestige for both boys and girls, and the commercial program second in prestige for girls. In other cases disagreement is found among the groups.

A comparison of the rankings by teachers teaching in the different programs and students enrolled in different programs shows that these same rankings are given the matriculation and commercial programs. In other cases where there is no definite agreement among the groups the results indicate a tendency for teachers and students to rank the programs with which they are associated higher than the other teachers and students rank it. Thus, teachers teaching shop subjects rank the shop program second while academic and commercial teachers rank it fourth for boys. Shop boys rank the shop program second while matriculation boys rank it third and boys in the general program rank it fourth. This tendency was also shown in other cases.

The questionnaire asked the respondents that they rank the programs in the way they felt prestige was accorded by most members of their group. In the cases where relative prestige of the programs seem to be definite, the rankings are in agreement. In cases where there is no definite agreement the respondent tends to rank his or

her program higher in prestige than members in other groups. This does not necessarily indicate a lack of validity in the results in the light of the instructions given, but rather indicates a lack of relative prestige for these programs.

CHAPTER VI

THE RELATIVE PRESTIGE RANKS OF SCHOOL SUBJECTS

Parents, teachers, high school boys and high school girls were asked to rank in order of prestige a list of twenty-two subjects for boys and eighteen subjects for girls found in Alberta composite high schools. Subjects such as agriculture, automotives, drafting, electricity, metalwork, and woodwork were to be ranked only for boys while fabrics and dress, foods and nutrition, and home economics were to be ranked only for girls. Other subjects were to be ranked for both boys and girls.

Appendix E contains the actual frequencies from which the medians and rank orders used in this chapter were computed.

I. SUBJECT RANKINGS FOR BOYS

Table XXVIII shows a list of the twenty-two subjects ranked by the rating groups for boys and the medians of the rankings for each subject. The rank orders are based on the relative sizes of the medians.

Significance of the Rankings As the median is the point above which 50 per cent of the scores for each subject lies, a ranking in which only chance operated would show a median, when twenty-two subjects are rated, of approximately 11.5. Following this reasoning, the graph of the medians of the distributions from the rankings of these subjects would approach a straight line along the median of 11.5 if pure chance alone operated. In Figures 1, 2, 3, and 4 the

TABLE XXVIII

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY PARENTS, TEACHERS, BOYS AND GIRLS

	Parents		Teachers		Boys		Girls	
Mathematics	1	(1.58)	1	(2.05)	1	(1.44)	1	(3.04)
Science	2	(2.79)	2	(2.12)	2	(2.41)	2	(3.36)
Language	3	(4.33)	3	(3.36)	3	(5.64)	9	(10.19)
Soc.Studies	4	(7.50)	4	(4.38)	4	(6.70)	10	(10.44)
Literature	5	(8.00)	5	(4.71)	8	(8.50)	14	(12.13)
Shop Maths	6	(8.05)	9	(11.14)	6	(8.00)	6	(7.85)
Electricity	7	(8.50)	10	(12.00)	9	(9.57)	4	(5.96)
Automotives	8	(9.06)	11	(12.86)	7	(8.06)	3	(5.12)
Drafting	9	(10.20)	15	(14.69)	10	(11.17)	5	(7.55)
Biology	10	(10.44)	8	(8.89)	13	(12.86)	11	(10.55)
French	11	(11.33)	6	(6.24)	5	(7.90)	13	(11.61)
Agriculture	12	(11.59)	21	(18.38)	16	(14.03)	12	(10.65)
Bookkeeping	13	(12.06)	12	(13.44)	19	(15.58)	17	(15.65)
Woodwork	14	(12.39)	17	(14.87)	11	(11.25)	8	(8.69)
Metalwork	15	(12.68)	16	(14.73)	12	(11.60)	7	(8.27)
Typewriting	16	(14.17)	13	(13.75)	14	(13.67)	19	(17.16)
Latin	17	(15.79)	7	(7.86)	15	(13.83)	15	(13.63)
Art	18	(15.92)	19	(16.23)	18	(15.07)	18	(16.55)
German	19	(17.37)	14	(14.00)	17	(14.30)	16	(14.09)
Shorthand	20	(17.97)	20	(17.00)	20	(18.14)	20	(19.68)
Music	21	(18.02)	18	(15.40)	21	(18.64)	22	(20.16)
Dramatics	22	(18.97)	22	(19.27)	22	(19.41)	21	(19.72)

NOTE: Subjects are listed in the prestige order given by parents. Medians are given in brackets after the rank orders. Rank Orders are based on the relative sizes of the medians.

line AB represents such a plotting.

On the other hand, complete agreement on the rankings would produce a median graph along the diagonal CD in these figures. The broken lines in the graphs indicate the median plottings from the total distributions by the different ranking groups.

The graphs can be read in conjunction with the rank orders and medians given in Table XXVIII. In Figure 1, the subject which ranks first in prestige when the ranking is done for boys by parents has a median on 1.58, the subject which ranks second had a median of 2.79, etc.

An analysis of the graphs shows that the median plottings in each case approaches very nearly the line CD, which line represents complete agreement in ranking. Thus much agreement in the rankings is evident and meaning can be attached to the results.

Rank Order Correlations Between Ranking Groups To determine the degree of agreement in the rank orders assigned to the subjects by the different responding groups, rank order correlations, using Spearman's rho, were calculated.[1] Table XXIX shows the results.

As a correlation of .537 is necessary to show significance at the .01 level, Table XXVIII indicates that all of these correlations are significant at that level. A high degree of agreement in the prestige rankings of these subjects by the four groups is thus evident.

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[1]H.E. Garrett, Statistics in Psychology and Education, 4th edition, Longman's, Green, and Co., 1957, pp. 355-356.

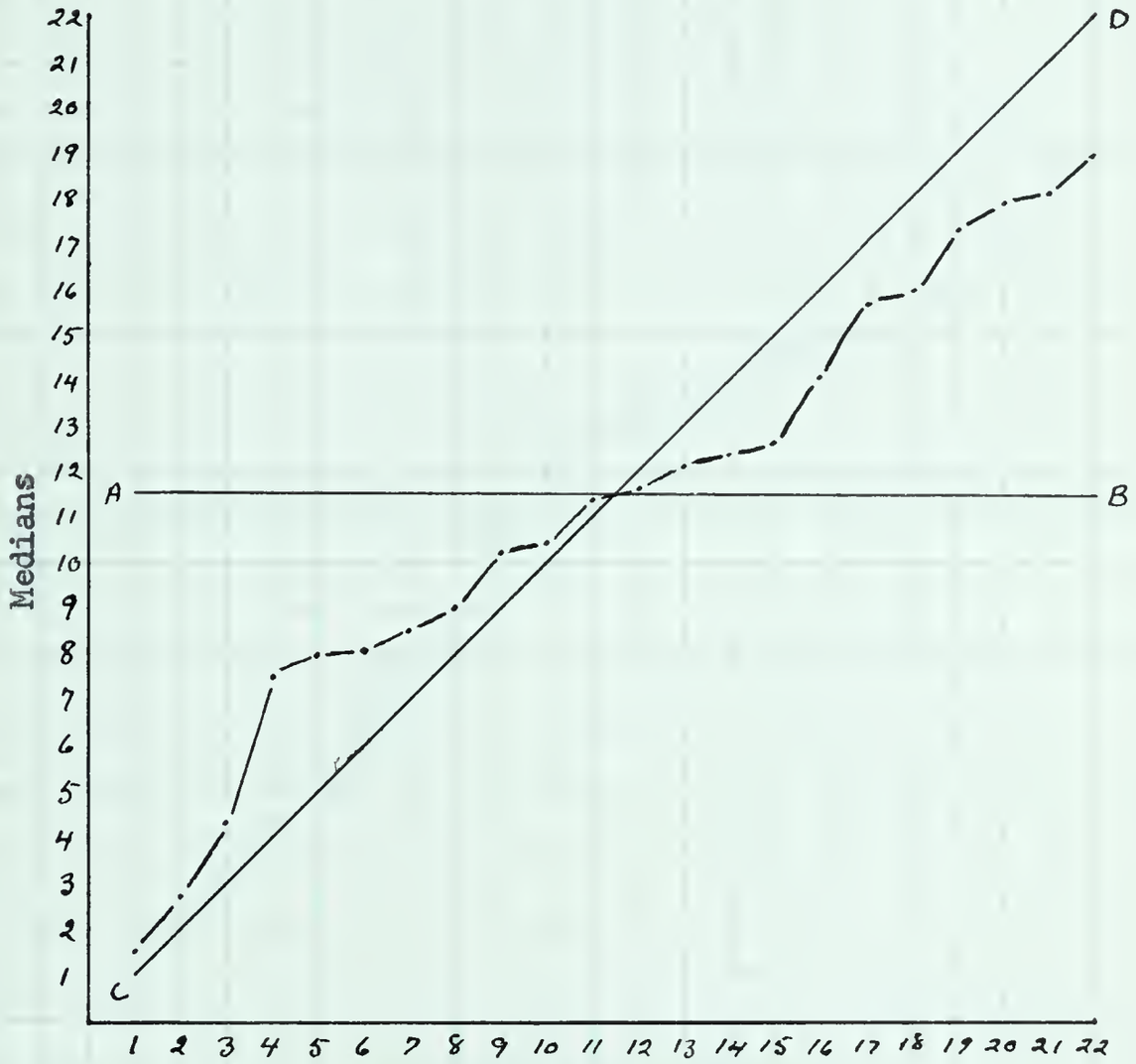


FIGURE 1

MEDIANS PLOTTED FROM PRESTIGE RANKINGS
OF SUBJECTS FOR BOYS BY PARENTS

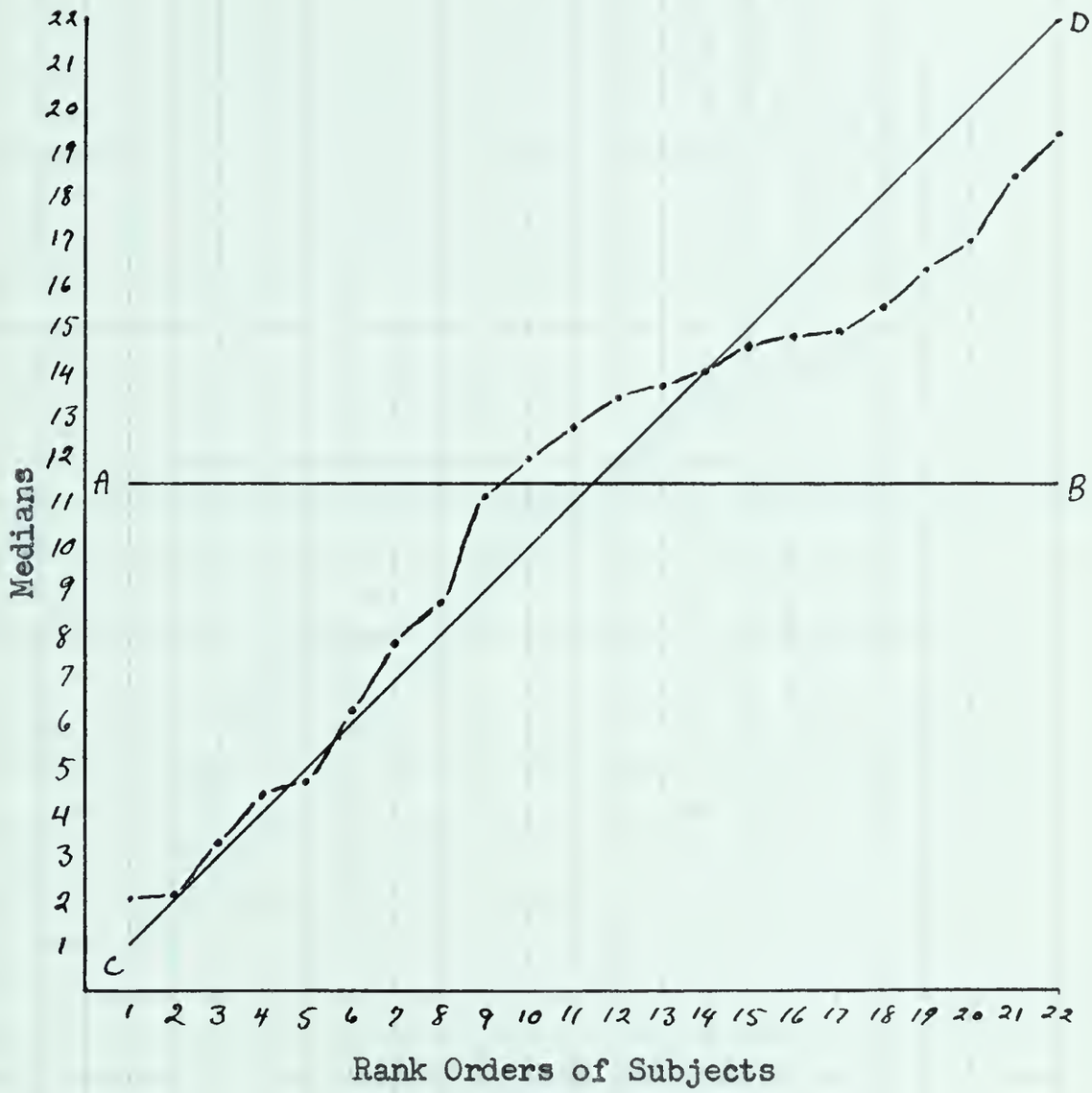


FIGURE 2

MEDIANS PLOTTED FROM PRESTIGE RANKINGS
OF SUBJECTS FOR BOYS BY TEACHERS

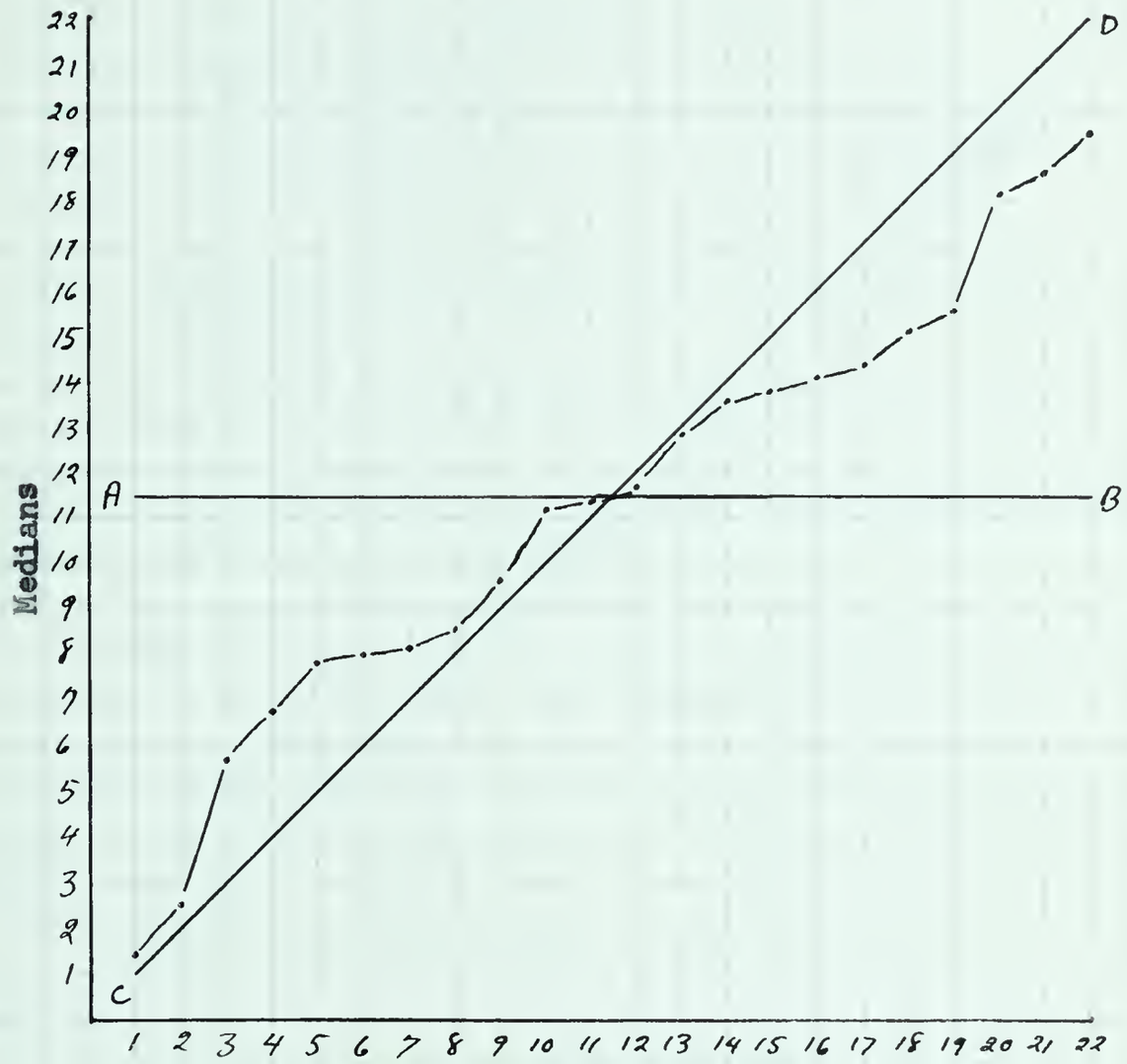


FIGURE 3

MEDIANS PLOTTED FROM PRESTIGE RANKINGS
OF SUBJECTS FOR BOYS BY BOYS

FIGURE 4

MEDIANS PLOTTED FROM PRESTIGE RANKINGS
OF SUBJECTS FOR BOYS BY GIRLS

TABLE XXIX

RANK ORDER CORRELATIONS IN THE PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY PARENTS, TEACHERS, BOYS AND GIRLS

Between Rank Orders Assigned By	Correlations
Parents and Teachers	.82
Parents and Boys	.91
Parents and Girls	.80
Teachers and Boys	.83
Teachers and Girls	.54
Boys and Girls	.82

A correlation of .537 shows significance at the .01 level.

It will be noted that, while the correlation between the rank orders given by teachers and girls is significant at the .01 level, it is much lower than the other correlations.

Rank order correlations were also computed on the rankings from the different schools. Table XXX shows that these correlations are all significant above the .01 level of significance and this degree of agreement justifies consolidating the results from the three schools.

Comparison of Rank Orders. Figure 5 compares, in graph form, the prestige ranks given to the academic, fine arts, commercial, and shop subjects for boys by the different rating groups.

TABLE XXX

RANK ORDER CORRELATIONS IN THE PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY PARENTS, TEACHERS, BOYS AND GIRLS FROM THE DIFFERENT SCHOOLS

Rank Orders Given By	Between Schools A & B	A & C	B & C
Parents	.88	.97	.91
Teachers	.84	.84	.82
Boys	.89	.92	.94
Girls	.77	.97	.82

NOTE: This table is to be read in the following manner. The correlation between the rank orders given by parents from schools A & B is .88. A correlation of .537 shows significance at the .01 level.

An analysis of this figure shows that mathematics and science are ranked first and second respectively by all groups. With the exception of the ranking given by girls, high prestige is shown for language, social studies and literature. It is interesting to note that, whereas teachers and boys give a high ranking to French (sixth and fifth respectively), parents and girls rank it much lower (eleventh and thirteenth). Latin and German are ranked higher by teachers than by the other groups. Biology, although it is a science subject, is ranked much lower than science (physics and chemistry).

Teachers tend to give a higher prestige ranking to academic subjects than do the other ranking groups when ranking for boys while girls tend to give a lower prestige ranking than the other groups.

The fine arts subjects (music, art and dramatics) receive relatively low ranking from all groups.

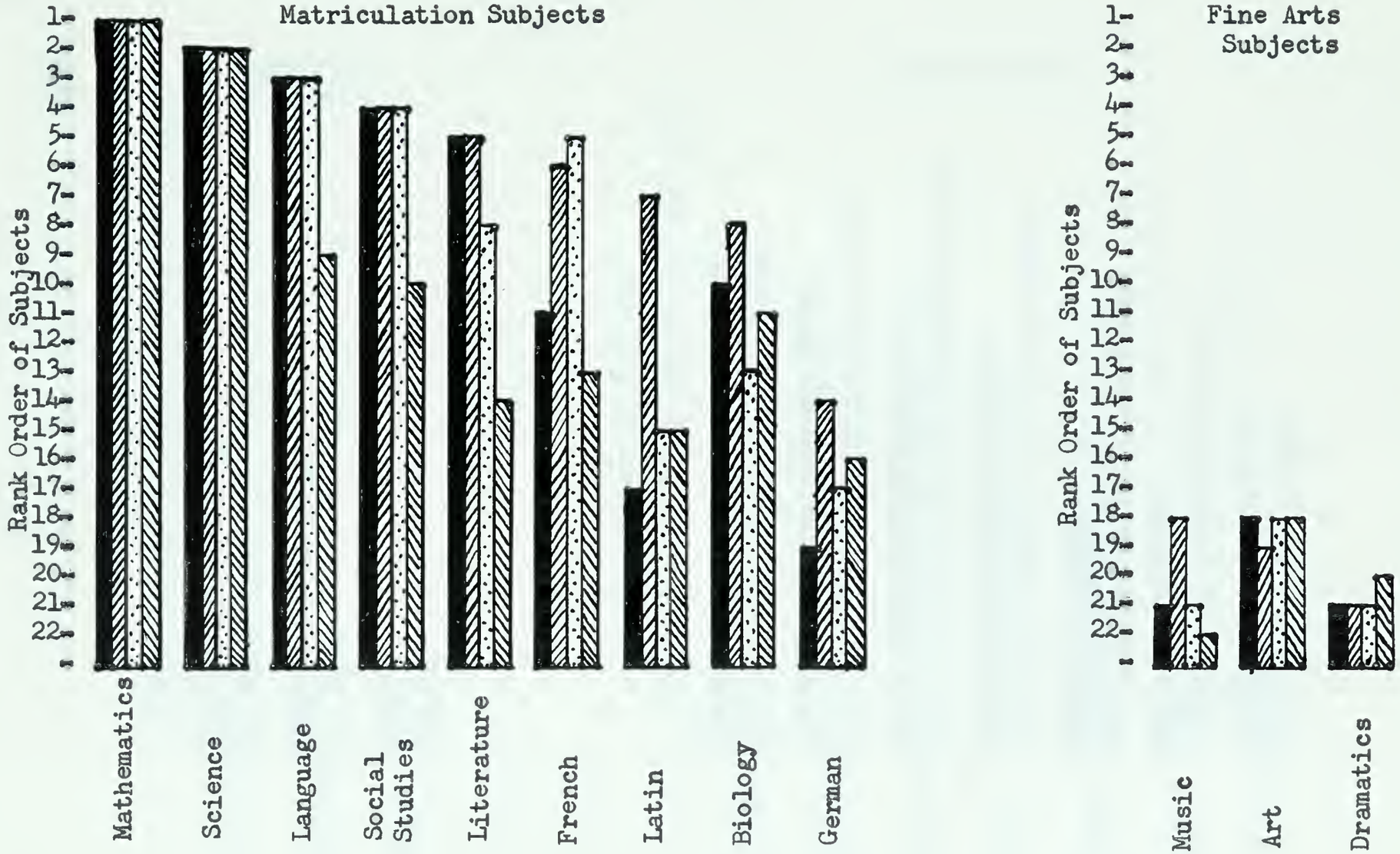
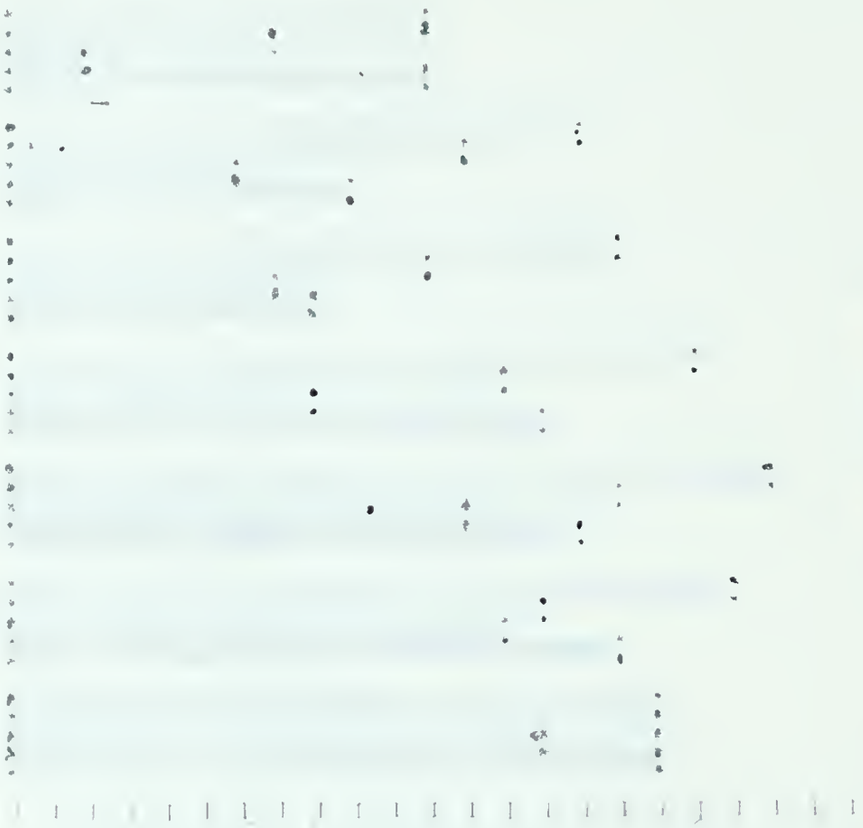


FIGURE 5

COMPARISON OF THE RANK ORDERS IN THE PRESTIGE RANKINGS OF ACADEMIC, FINE ARTS, COMMERCIAL AND SHOP SUBJECTS FOR BOYS BY PARENTS, TEACHERS, BOYS AND GIRLS

Parents Teachers Boys Girls

FIGURE 5 (Continued



The commercial subjects, bookkeeping, typewriting, and shorthand, also receive relatively low prestige rankings when ranked for boys.

Some shop subjects such as shop mathematics, electricity, and automotives receive relatively high rankings by the four groups. The other shop subjects get medium rankings but show wide differences in the rank orders assigned by the various groups. The rankings given shop subjects by girls are relatively higher than the rankings given by the other groups while teachers give relatively lower rankings than the other groups. In the matriculation subjects teachers give relatively higher rankings than girls. This divergence in rankings by teachers and girls help to explain the low correlation shown in Table XXIX.

The discussion of the results from the rankings given the different programs in the previous chapter showed that the matriculation program was ranked as highest in prestige by all groups. This tendency is also shown in the rank orders given to most of the matriculation subjects although some of these subjects get relatively lower prestige than some subjects in the other programs. The commercial program was ranked low for boys and this is borne out by the low subject rankings in this program. The shop program showed rank orders of two, three and four depending on the groups doing the rankings. This is shown in the rankings of shop subjects by the wide divergences in the rankings between the groups.

II. SUBJECT RANKINGS FOR GIRLS

Table XXXI shows the ranks and medians of the eighteen subjects ranked for girls by the different groups. These are calculated from the total distributions found in Appendix E.

Significance of the Rankings Following the reasoning concerning the significance of the rankings given earlier in this chapter, the medians of the subjects when ranked for girls are plotted in Figures 6, 7, 8, and 9. The line AB in each figure indicates a median plotting which would show complete randomness in the rankings while line CD indicates complete agreement in the rank orders of all subjects. The broken lines are the actual median plottings from the scores.

An analysis of the figures shows that the actual median plottings approaches very nearly the line CD which line indicates complete agreement among the rating groups. Thus a considerable degree of significance in the rankings is evident.

Rank Order Correlations Between Ranking Groups The rank order correlations of the subjects ranked for girls are given in Table XXXII.

TABLE XXXI

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY PARENTS, TEACHERS, BOYS AND GIRLS

	Parents		Teachers		Boys		Girls	
Mathematics	1	(3.00)	3	(3.55)	1	(3.00)	1	(3.65)
Language	2	(3.80)	1	(2.13)	4	(6.83)	3	(5.47)
Literature	3	(5.41)	2	(3.33)	10	(8.70)	7	(8.22)
Science	4	(6.50)	4	(4.27)	2	(6.70)	2	(4.89)
Typewriting	5	(7.21)	9	(9.77)	3	(6.80)	4	(7.19)
Soc. Studies	6	(7.64)	5	(4.67)	9	(8.19)	5	(7.27)
Fabrics and Dress	7.5	(8.50)	14	(13.15)	7	(7.30)	8	(8.35)
Home Economics	7.5	(8.50)	17	(14.14)	8	(8.00)	11	(9.45)
Shorthand	9	(8.58)	10	(10.56)	6	(7.00)	6	(8.00)
Foods and Nutrition	10	(8.64)	16	(13.85)	5	(6.93)	10	(9.00)
Bookkeeping	11	(9.50)	12	(11.71)	12	(10.23)	12	(9.71)
French	12	(10.79)	6	(5.73)	11	(9.70)	9	(8.54)
Music	13	(11.14)	11	(11.42)	13	(12.00)	18	(13.91)
Art	14	(12.03)	13	(12.46)	15	(12.60)	17	(13.73)
Biology	15	(13.61)	8	(9.33)	17	(14.17)	13	(11.00)
Dramatics	16	(13.79)	15	(13.60)	18	(14.33)	16	(13.53)
Latin	17	(14.50)	7	(7.56)	16	(12.64)	14	(11.96)
German	18	(16.17)	18	(14.33)	14	(12.50)	15	(13.00)

NOTE: Subjects are listed in the prestige order given by parents. Medians are given in brackets after the rank orders. Rank orders are based on the relative sizes of the medians.

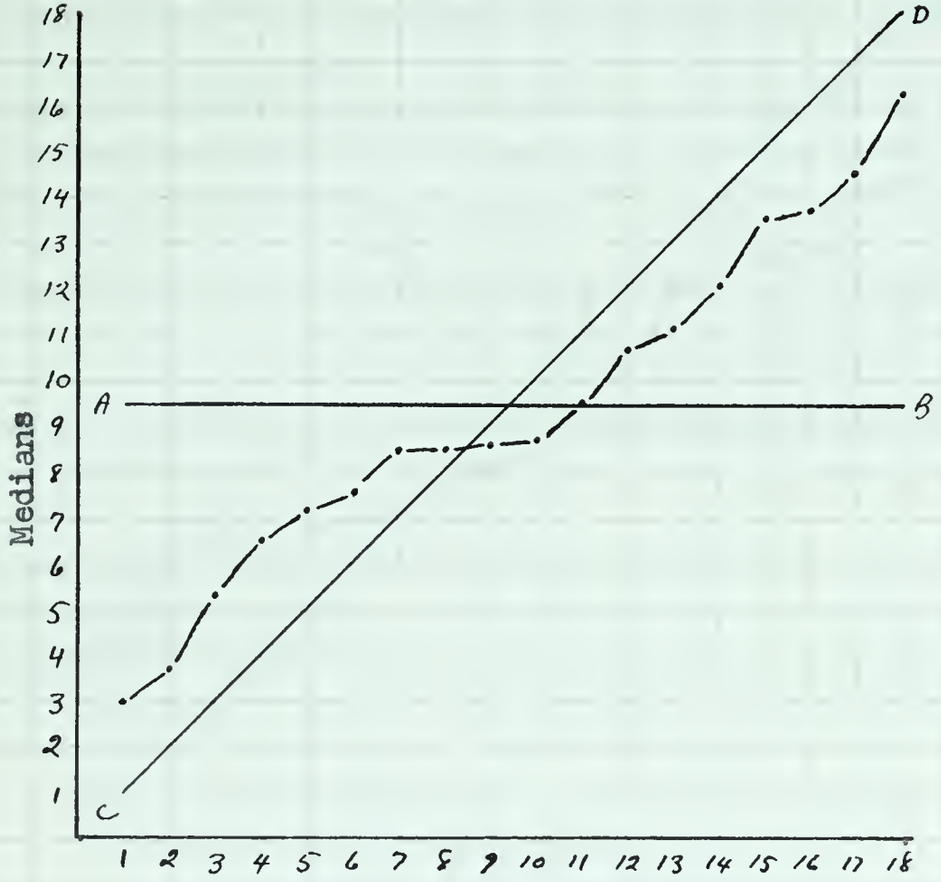


FIGURE 6

MEDIANS PLOTTED FROM PRESTIGE RANKINGS
OF SUBJECTS FOR GIRLS BY PARENTS

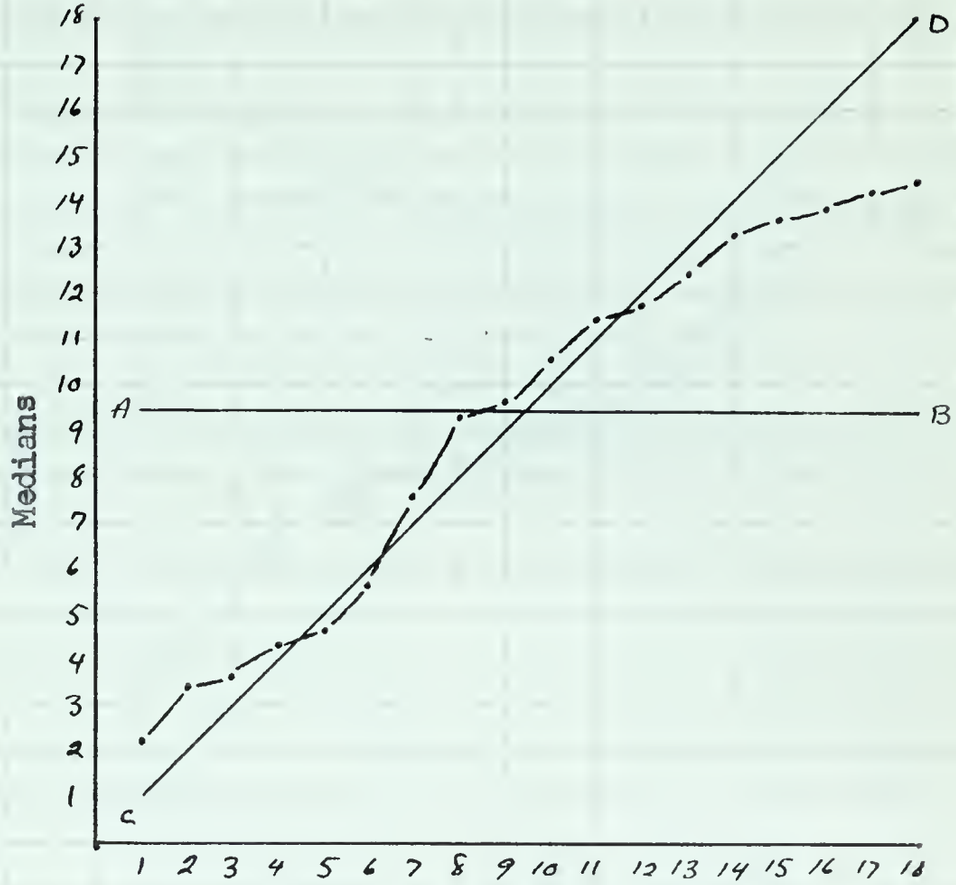


FIGURE 7

MEDIANS PLOTTED FROM PRESTIGE RANKINGS
OF SUBJECTS FOR GIRLS BY TEACHERS

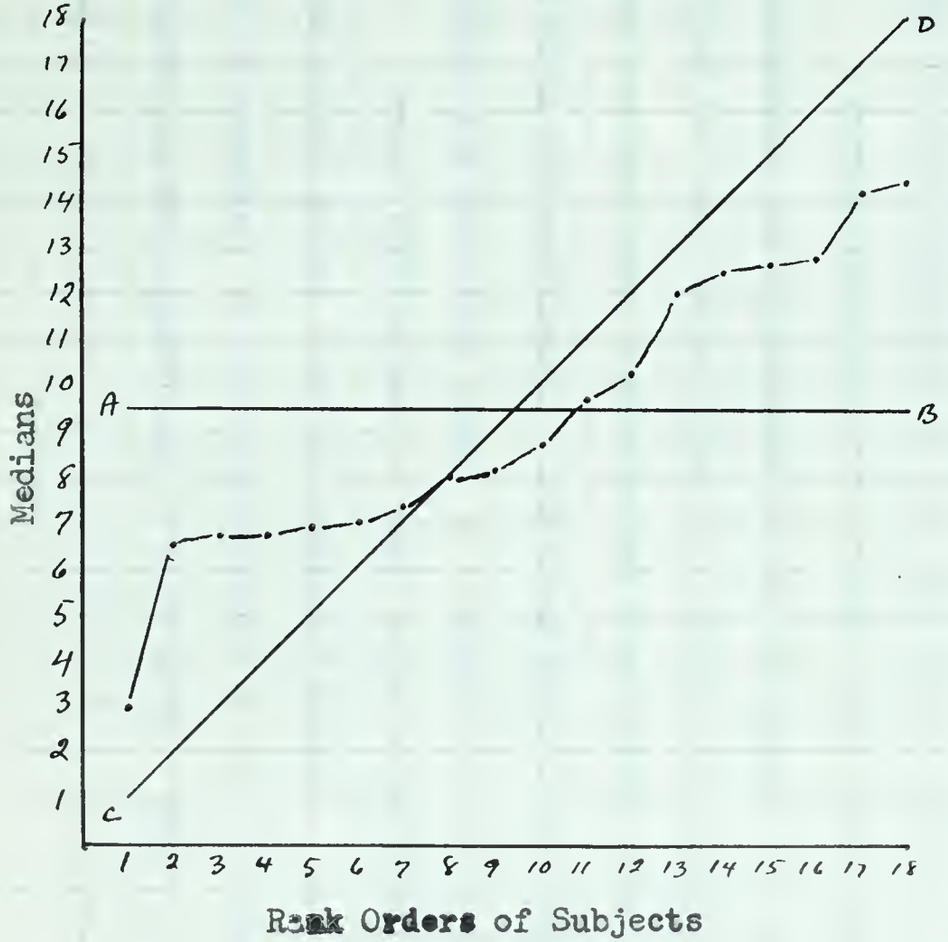


FIGURE 8

MEDIANS PLOTTED FROM PRESTIGE RANKINGS
OF SUBJECTS FOR GIRLS BY BOYS

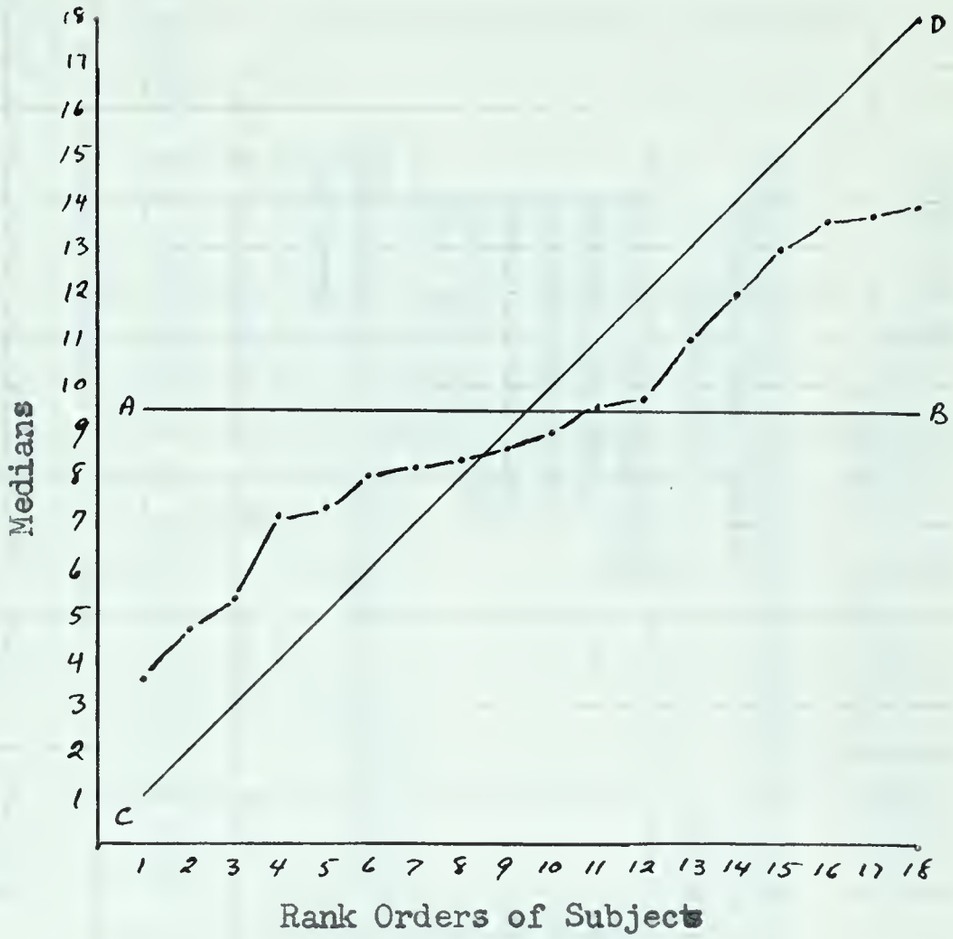


FIGURE 9

MEDIANS PLOTTED FROM PRESTIGE RANKINGS
OF SUBJECTS FOR GIRLS BY GIRLS

TABLE XXXII

RANK ORDER CORRELATIONS IN THE PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY PARENTS, TEACHERS, BOYS AND GIRLS

Between Rank Orders Assigned By	Correlations
Parents and Teachers	.60
Parents and Boys	.86
Parents and Girls	.89
Teachers and Boys	.36
Teachers and Girls	.64
Boys and Girls	.88

A correlation of .590 shows significance at the .01 level.

As a correlation of .59 is necessary for significance at the .01 level, the correlation of the rank orders given by teachers and boys is not significant at this level. Neither is it significant at the .05 level as a correlation of .468 is necessary. This means that there is wide divergence in the rank orders given by these two groups.

Further analysis of the table shows that, although the other correlations are significant at the .01 level, the correlations between the rank orders given by teachers and parents, and teacher and girls are much lower than when the rank orders given by parents, boys and girls are correlated. This divergence in the rankings between teachers and the other groups is discussed in the next section.

Table XXXIII gives the rank order correlations of the subject ranks by the groups from the different schools. As a correlation of .590 is necessary to show significance at the .01 level, all these correlations are significant at that level. This is sufficient to justify a consolidation of the results from the three schools.

TABLE XXXIII

RANK ORDER CORRELATIONS IN THE PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY PARENTS, TEACHERS, BOYS AND GIRLS FROM THE DIFFERENT SCHOOLS

Rank Orders Given By	Between Schools A & B	A & C	B & C
Parents	.96	.93	.92
Teachers	.72	.84	.80
Boys	.68	.73	.65
Girls	.64	.81	.81

NOTE: This table is to be read in the following manner. The correlation between the rank orders given by parents from schools A & B is .96.
A correlation of .590 shows significance at the .01 level.

Comparison of Rank Orders Figure 10 compares the ranks given to matriculation, fine arts, commercial and shop subjects when the ranking is done for girls by the groups.

For the matriculation subjects, mathematics, science, and language get comparatively high rankings by all four groups. Social studies, literature and French get medium rankings. Latin and biology get low rankings by parents, boys and girls but medium rankings by teachers. German receives a low ranking by all groups. Teachers give relatively higher rankings to matriculation subjects than do parents, boys and girls while boys give relatively lower rankings than the other three groups.

The fine arts subjects get comparatively low rankings by all groups. Music, however, has a higher ranking than art or dramatics. The ranking given music by parents, boys and girls for boys is higher

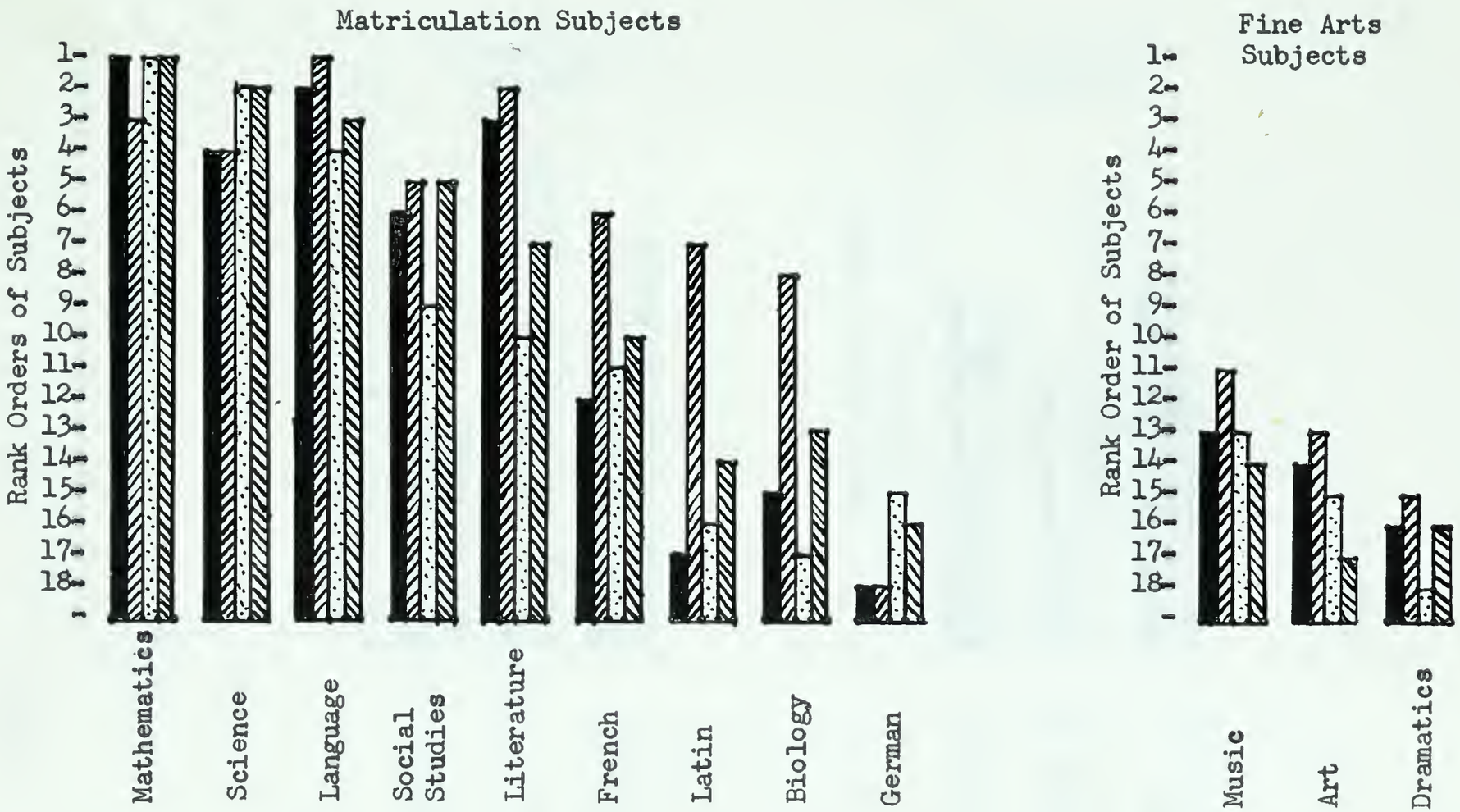


FIGURE 10

COMPARISON OF THE RANK ORDERS IN THE PRESTIGE RANKINGS OF ACADEMIC, FINE ARTS, COMMERCIAL AND HOME ECONOMICS SUBJECTS FOR GIRLS BY PARENTS, TEACHERS, BOYS AND GIRLS

Commercial Subjects
Rank Order of Subjects
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Bookkeeping
Typewriting
Shorthand
Home Economics Subjects
Rank Order of Subjects
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Fabrics and Dress
Foods and Nutrition
Home Economics
Parents
Teachers
Boys
Girls

FIGURE 10 (Continued)

than the rankings given Latin, biology and German by these groups.

In the commercial subjects, typewriting is given a relatively high prestige rank by parents, boys and girls. Shorthand and bookkeeping are given medium rankings. Teachers tend to rank these subjects lower for girls than do the other groups.

For the home economics subjects, medium rankings are given by parents, boys and girls while teachers rank these subjects low in prestige. Boys rank these subjects higher than the other groups.

From the foregoing discussion it is evident that the lack of significance in the correlation of the rank orders given those subjects by teachers and boys is because teachers rank most of the matriculation subjects higher than boys while boys rank the home economics and commercial subjects much higher than teachers. The relatively low correlations of the rank orders given by teachers and parents, and teachers and girls is because teachers rank the matriculation subjects somewhat higher and the commercial and home economics subjects somewhat lower than parents and girls.

In the previous chapter, in which program rankings were discussed, it was noted that the program ranked as highest in prestige for girls by all groups was the matriculation program. The results from the subject rankings indicate that, while teachers show this high prestige in the rank orders assigned to the matriculation subjects, parents, boys and girls are more selective in their rankings by giving high prestige to mathematics, science, and language, middle rankings to social studies, literature and French, and low rankings to Latin, biology and German.

The results of the program rankings also placed the commercial program second in prestige by all groups for girls, while the home economics program was ranked lower. These rankings are borne out by the subject ranks by teachers who give middle ranks to the commercial subjects and low ranks to the home economics subjects. While parents, boys and girls give a relatively high prestige rank to typewriting, shorthand is ranked on approximately the same level as home economics subjects and bookkeeping is given a relatively low degree of prestige.

III. SUBJECT RANKINGS BY TEACHERS TEACHING IN DIFFERENT PROGRAMS

In an attempt to determine whether teachers' rankings of the different subjects would vary according to the program with which they were associated, teachers were divided into four groups; those teaching academic subjects, those teaching commercial subjects, those teaching shop subjects, and teachers teaching home economics subjects. Out of seventy-seven teachers who completed this section of the questionnaire fifty-two were found to be teaching academic subjects, ten teaching commercial subjects, nine teaching shop subjects, and six teaching home economics subjects. While the numbers are somewhat small for statistical purposes, it is probably safe to assume that the relative proportions are true. That is, for every fifty-two academic teachers there are probably about ten commercial teachers in the composite schools.

Academic, commercial and shop teachers are used in a comparison of their rankings of the subjects for boys while academic, commercial and home economics teachers are used for their rankings of the subjects

for girls.

Rank Order Correlations Between Subjects Ranked By Teachers In Different Programs Table XXXIV gives the rank order correlations of the subjects ranked for boys by teachers teaching academic, commercial and shop subjects. As a correlation of .537 is necessary in this case to show significance at the .01 level, these correlations show a very high degree of agreement in the rankings among these teachers.

TABLE XXXIV

RANK ORDER CORRELATIONS OF SUBJECTS RANKED FOR BOYS BY TEACHERS TEACHING ACADEMIC, COMMERCIAL AND SHOP SUBJECTS

Rankings Between	Correlations
Academic and Commercial Teachers	.88
Academic and Shop Teachers	.87
Commercial and Shop Teachers	.87

When the rank orders of the subjects ranked for girls are correlated, the correlations also show a high degree of consistency among the teachers. A correlation of .590 is necessary in this case for significance at the .01 level and Table XXXV shows that the correlations meet this specification.

TABLE XXXV

RANK ORDER CORRELATIONS OF SUBJECTS RANKED FOR GIRLS BY TEACHERS TEACHING ACADEMIC, COMMERCIAL AND HOME ECONOMICS SUBJECTS

Rankings Between	Correlations
Academic and Commercial Teachers	.83
Academic and Home Economics Teachers	.85
Commercial and Home Economics Teachers	.77

Comparison of Rank Orders When the rank orders of the subjects ranked for boys are compared, Figure 11 shows that there is substantial agreement among teachers in the matriculation, commercial and shop programs in giving mathematics, science, language, social studies, literature, French and Latin the highest prestige in approximately that order. Biology is given comparatively low prestige by commercial teachers while German is given low prestige by shop teachers.

When commercial subjects are ranked, commercial teachers give typewriting a higher prestige ranking than the other teachers. The three groups agree in giving a middle rank order to bookkeeping and a comparatively low rank order to shorthand. Shorthand is given a rank order of 22 by commercial teachers.

There is little evidence to suggest that shop teachers rank their subjects higher in prestige for boys than do the other teachers. Only for automotives is the ranking by shop teachers much higher than that of the other two groups.

The fine arts subjects are ranked relatively low by teachers

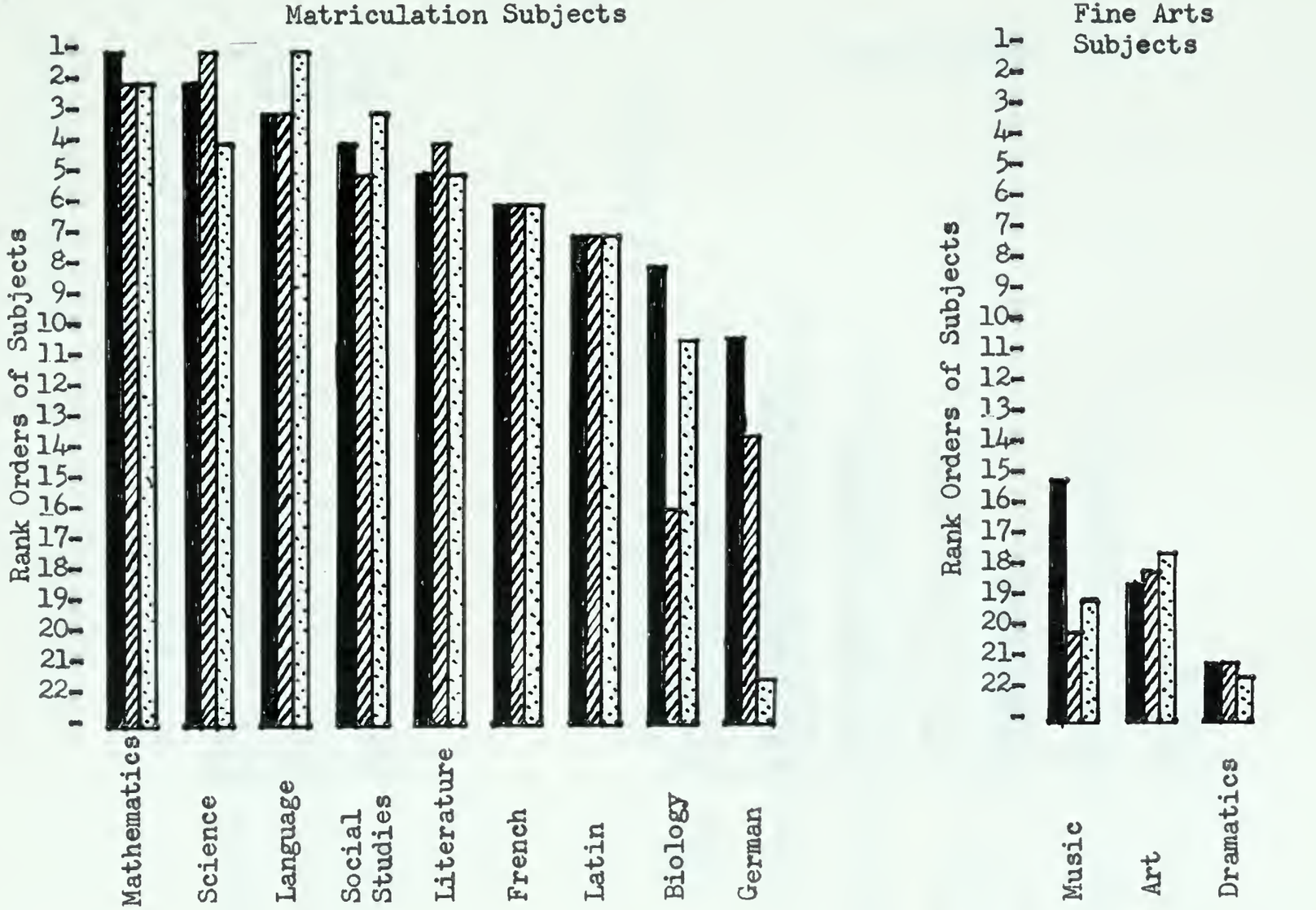


FIGURE 11

COMPARISON OF THE RANK ORDERS IN THE PRESTIGE RANKINGS OF ACADEMIC, FINE ARTS, COMMERCIAL AND SHOP SUBJECTS FOR BOYS BY TEACHERS TEACHING ACADEMIC, COMMERCIAL AND SHOP SUBJECTS

FIGURE 11 (Continued)

from the three groups.

When the rank orders of the subjects as ranked for girls by teachers in different programs are compared Figure 12 shows close agreement on the comparatively high prestige given to most of the matriculation subjects. Biology and German are the only exceptions in which subjects the rank orders given by commercial teachers are lower than those given by academic and home economics teachers.

When ranking the fine arts subjects, music is given much lower prestige by home economics teachers than by commercial and academic teachers.

There is close agreement on the rank orders given to commercial subjects but variations are found in the ranking of home economics subjects. Home economics teachers give a higher rating to foods and nutrition than do the other teachers but commercial teachers give higher rating to foods and nutrition than home economics and academic teachers.

On the basis of these results, there seems to be no justification for saying that teachers associated with different programs rank their subjects higher than other teachers.

IV. SUBJECT RANKINGS BY STUDENTS ENROLLED IN DIFFERENT PROGRAMS

In order to determine whether enrollment in a program influences the rankings of the subjects given by high school students, an analysis contrasting the rankings given by boys in the matriculation, shop and general programs, and one contrasting the rankings given by

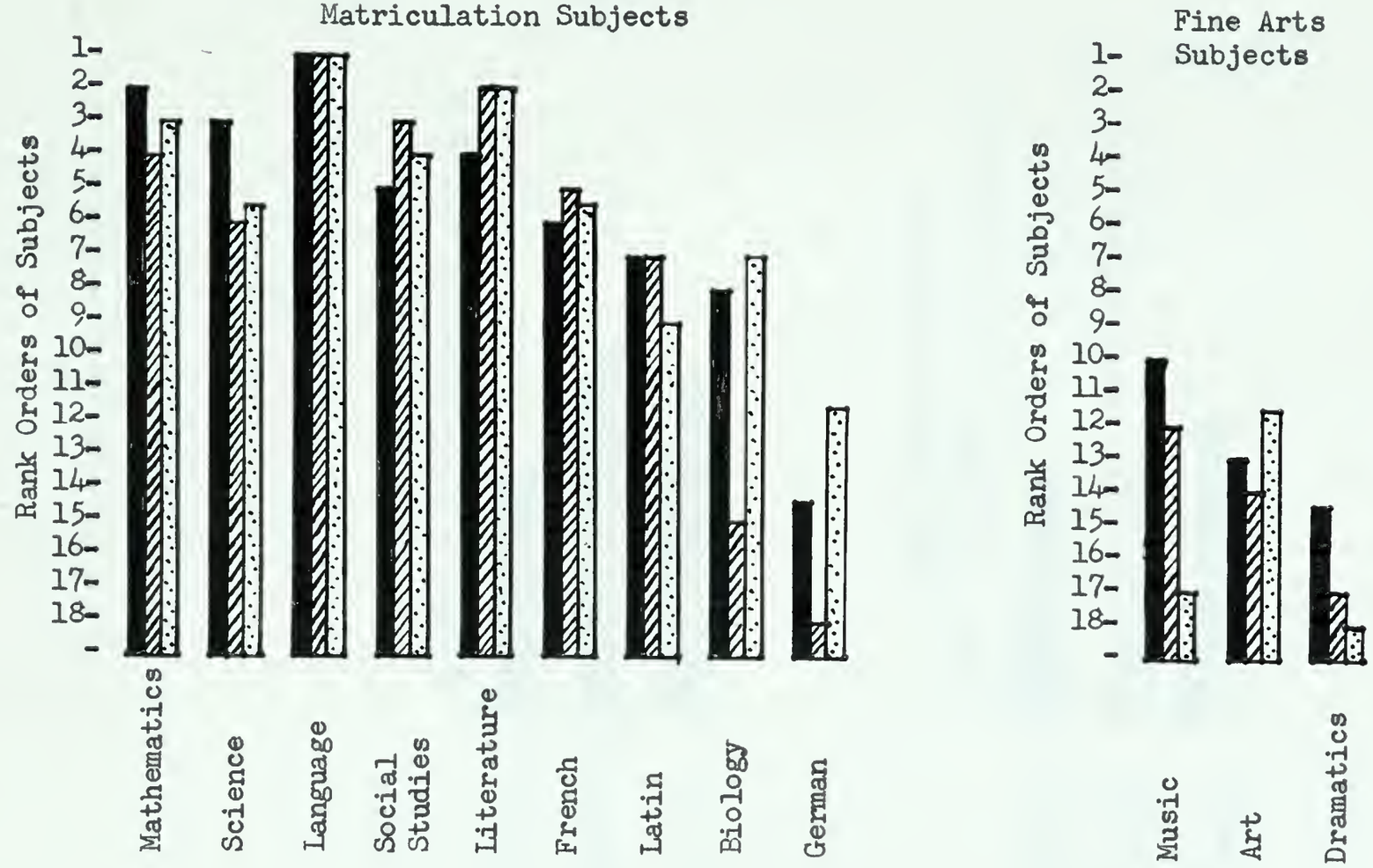


FIGURE 12

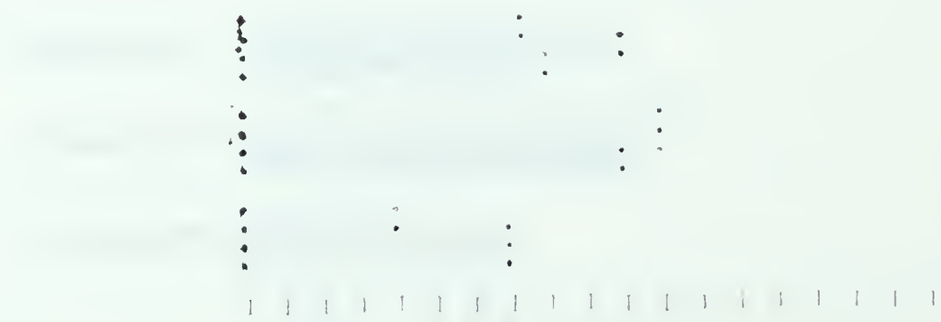
COMPARISON OF THE RANK ORDERS IN THE PRESTIGE RANKINGS OF ACADEMIC, FINE ARTS, COMMERCIAL AND HOME ECONOMICS SUBJECTS FOR GIRLS BY TEACHERS TEACHING ACADEMIC, COMMERCIAL AND HOME ECONOMICS SUBJECTS

Academic Teachers

Commercial Teachers

Home Economics Teachers

FIGURE 12 (Continued)



girls in the matriculation, commercial and general programs is done. No boys taking the commercial program and no girls taking the home economics program were found.

Out of the 113 boys completing this section of the questionnaire, 81 were in the matriculation program, 16 in the general program and 16 in the shop program. Out of a total of 159 girls, 80 were in the matriculation program, 62 in the commercial program and 7 in the general program.

Rank Order Correlations of Subjects Ranked By Students Enrolled In Different Programs The rank order correlations of the subjects ranked by boys (Table XXXVI) show a high degree of agreement in the rankings. A correlation of .537 is sufficient to show significance at the .01 level and these figures are well above this minimum.

TABLE XXXVI

RANK ORDER CORRELATIONS OF SUBJECTS RANKED FOR BOYS BY BOYS ENROLLED IN THE MATRICULATION, GENERAL, AND SHOP PROGRAMS

Rankings Between Boys Enrolled In	Correlations
Matriculation and General Programs	.92
Matriculation and Shop	.81
General and Shop	.91

Because eighteen courses are ranked for girls, a correlation of .590 is necessary to show significance at the .01 level. Table XXXVII shows that the correlations when rank orders of the subjects

ranked by girls enrolled in the different programs are all significant at this level, but the comparatively low correlations indicate variations in the rankings by the three groups.

Comparison of Rank Orders An examination of Figure 13, which shows the rank orders of the subjects ranked for boys by boys in the matriculation, general and shop programs, indicates that with the exception of the relatively high prestige given French and German by boys in the matriculation program, the rankings are in good agreement. There is a tendency, however, for boys in the shop program to rank most academic subjects somewhat lower than boys in the matriculation program while ranking shop subjects somewhat higher than matriculation boys. With the exception of French, German and shop mathematics, the variations in rating is not very pronounced.

TABLE XXXVII

RANK ORDER CORRELATIONS OF SUBJECTS RANKED FOR GIRLS BY GIRLS ENROLLED IN THE MATRICULATION, GENERAL, AND COMMERCIAL PROGRAMS

Rankings Between Girls Enrolled In	Correlations
Matriculation and Commercial Programs	.66
Matriculation and General Programs	.70
Commerce and General Programs	.71

There is good agreement in the rankings given the fine arts and commercial subjects by the three groups.

An examination of Figure 14 shows that when girls from

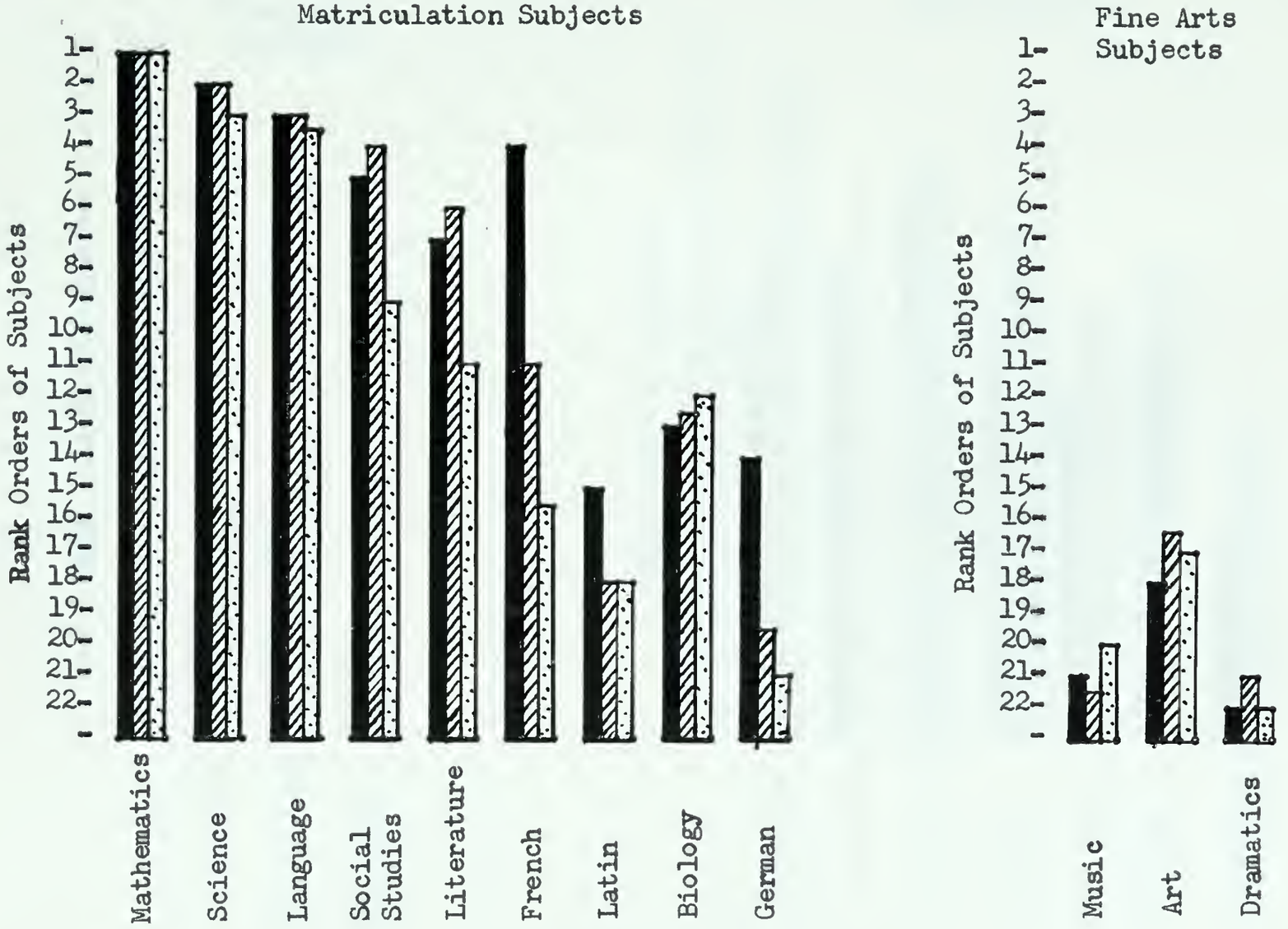


FIGURE 13

COMPARISONS OF THE RANK ORDERS IN THE PRESTIGE RANKINGS OF ACADEMIC, FINE ARTS, COMMERCIAL AND SHOP SUBJECTS FOR BOYS BY BOYS ENROLLED IN MATRICULATION, GENERAL AND SHOP PROGRAMS

Boys Enrolled in the Matriculation Program

Boys Enrolled in the General Program

Boys Enrolled in the Shop Program

FIGURE 13 (Continued)

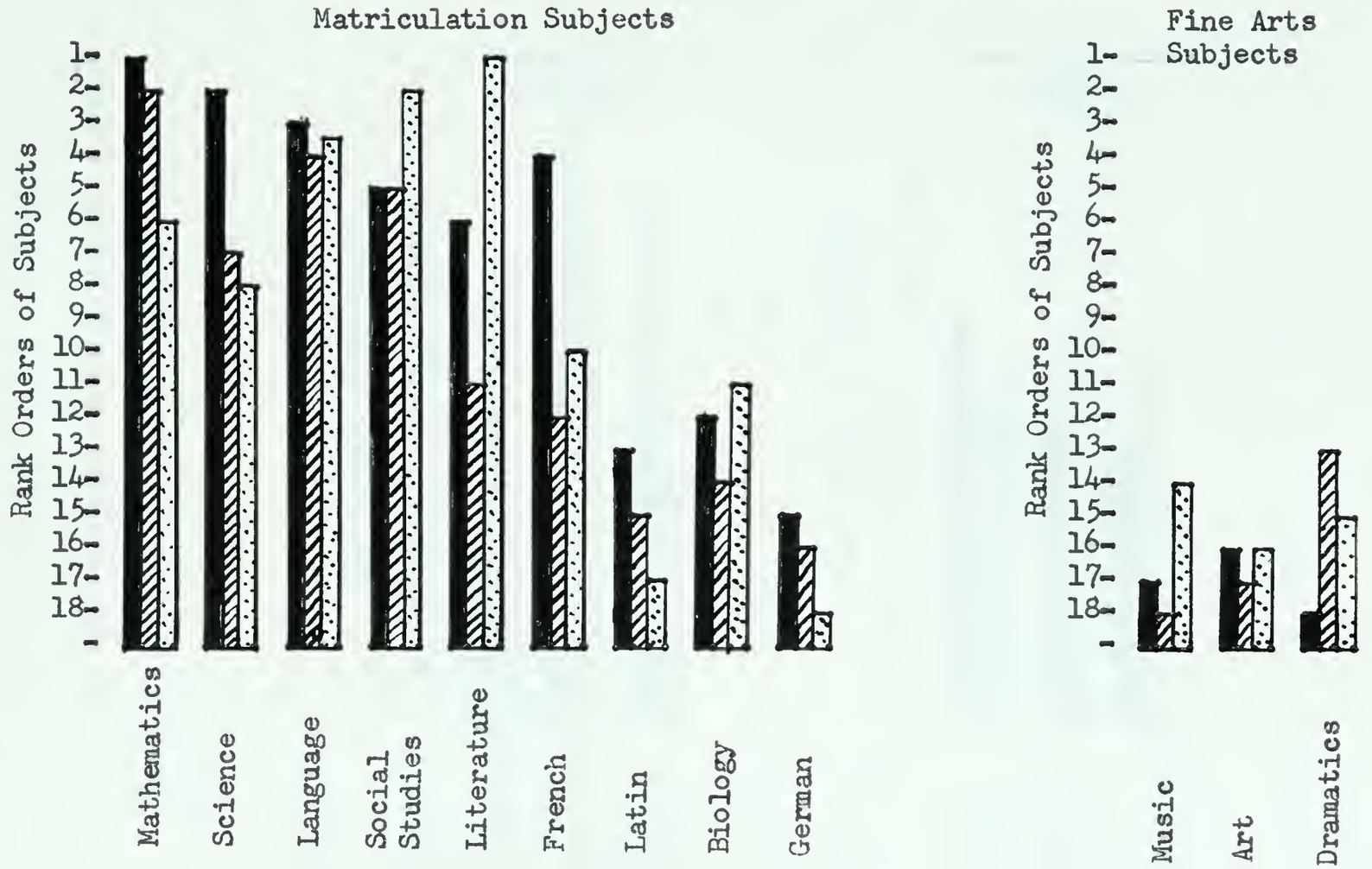


FIGURE 14

COMPARISON OF THE RANK ORDERS IN THE PRESTIGE RANKINGS OF ACADEMIC, FINE ARTS, COMMERCIAL AND HOME ECONOMICS SUBJECTS FOR GIRLS BY GIRLS ENROLLED IN MATRICULATION, COMMERCIAL AND GENERAL PROGRAMS

Girls Enrolled in the Matriculation Program

Girls Enrolled in the Commercial Program

Girls Enrolled in the General Program

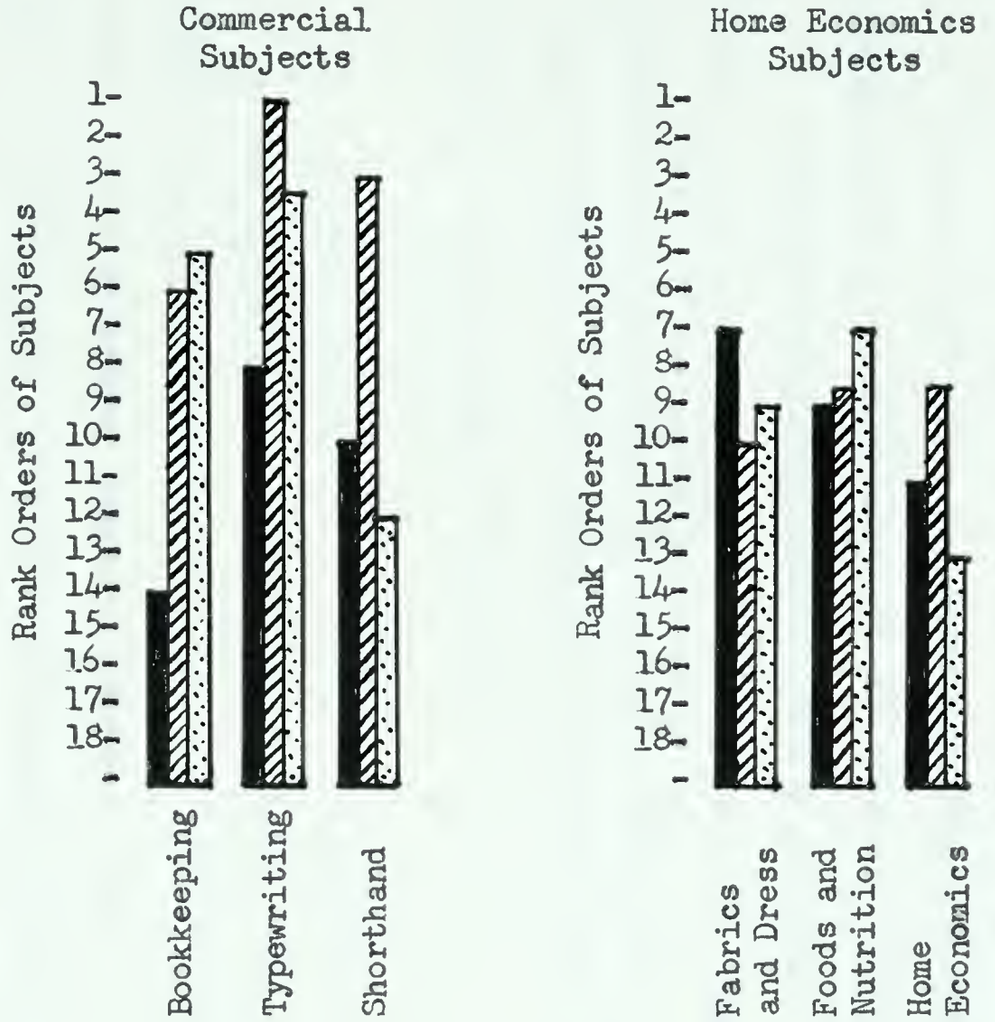
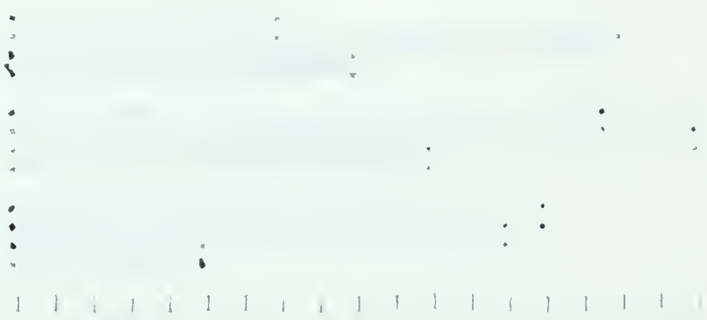


FIGURE 14 (Continued)

Girls Enrolled in the Matriculation Program

Girls Enrolled in the Commercial Program

Girls Enrolled in the General Program



the different programs rank the subjects for themselves, there is a tendency for girls in the commercial program to rank matriculation subjects lower and commercial subjects higher than matriculation girls. For some subjects such as science, literature, French, bookkeeping, typewriting and shorthand the rankings are different by five ranks or more.

There is relatively good agreement among the three groups in the rankings given the fine arts and home economics subjects.

Although girls in the general program show wide variations from the other girls in the rankings of some subjects, no definite tendency programwise can be observed. It seems that these girls rate the individual subjects. This is perhaps because the general program is not bound to any one group of subjects.

V. SUMMARY

This chapter compared the rankings given to twenty-two subjects for boys and eighteen subjects for girls by parents of high school students, teachers in high school, high school boys, and high school girls. Comparisons were made of the rank orders from the total distributions of each group and also when teachers and students associated with different programs do the rankings.

For both boys and girls there are definite prestige ranks attached to the different subjects by the four groups. When medians, computed from the rankings of the different subjects, are plotted for parents, teachers, boys and girls, the resulting graphs indicate the rankings are much more definite than chance rankings would be.

When rank order correlations are computed between the various groups, the high correlations indicate much agreement between the groups as to the relative prestige ranks of the subjects. While only one correlation was below the .01 level of significance, correlations of the rank orders of the subjects when ranked for boys were higher than when the subjects were ranked for girls. Thus there is higher agreement in the rank orders given the subjects for boys than for girls by the ranking groups.

When rank orders given by parents, boys and girls are correlated, the correlations are higher than when the rank orders given by teachers are correlated with those given by the three groups. This is because teachers give relatively higher prestige to matriculation subjects and relatively lower prestige to shop and home economics subjects than do the other ranking groups.

Boys give girls a relatively higher prestige in home economics than girls give themselves, while girls give boys in shop subjects a relatively higher ranking than do boys.

While German, Latin and biology are given relatively low prestige, the other matriculation subjects are ranked comparatively higher than subjects from other programs. This coincides with the high ranking given the matriculation program in Chapter V. Mathematics and science are ranked first and second for boys by all ranking groups. For girls, first and second ranks show variations among ranking groups between mathematics, science, language and literature.

The commercial subjects show low prestige for boys but middle ranking for girls. The fine arts subjects are ranked relatively low

by all groups. The shop and home economics subjects get middle rankings by parents, boys and girls, but relatively low rankings by teachers.

When comparisons are made of the rankings by teachers associated with different programs, there is a high degree of agreement on the relative prestige of the subjects regardless of the programs with which they are associated. This is true of the rankings given by both boys and girls.

When such comparisons are made between students enrolled in different programs, it is found that boys in the matriculation program tend to rank matriculation subjects higher than boys in the shop program while the reverse is true for shop subjects. Girls in the matriculation program tend to rank matriculation subjects higher than girls in the commercial program, while girls in the commercial program rank their subjects higher than matriculation girls rank them. Students in the general program tend to rank subjects individually rather than programwise.

CHAPTER VII

SUMMARY, CONCLUSIONS AND IMPLICATIONS

I. SUMMARY AND CONCLUSIONS

Within recent years there has been a great deal of criticism of our educational institutions and especially of the low prestige presumed to be attached to academic achievement (Chapter II). Various reasons have been presented explaining this low prestige, among them being the high prestige given to extra-curricular activities and to the industrial arts and domestic science courses now appearing in profusion in our composite high schools.

This thesis is an attempt to throw some light on these criticisms by studying the comparative prestige given academic and extra-curricular achievement, and the relative prestige attached to the different programs and subjects. Three large composite high schools in different parts of the province were selected and parents with students in these schools, teachers and students were asked to take part in the study.

To determine the relative prestige attached to curricular and extra-curricular activities, a series of seven questions contrasting students seeking high academic achievement and those seeking high achievement in extra-curricular activities were formulated. Rating groups were asked to choose the type of student which they thought was held highest in esteem. Programs and subjects were to be ranked in numerical order according to the relative prestige accorded each.

Separate ratings were to be given for boys and girls.

The Relative Prestige of Curricular and Extra-Curricular Activities When students seeking high curricular achievement and those seeking success in extra-curricular activities are contrasted, this study shows that parents and teachers give higher prestige to both boys and girls who attempt to excel in curricular activities. When the ratings are done by students, boys who seek proficiency in extra-curricular activities are given higher prestige. When the ratings are done by students for girls, although the overall ratings when consolidated indicate a higher prestige for girls who seek high achievement in curricular activities, an analysis of the individual questions show that when certain aspects of the extra-curricular program such as leadership and social proficiency are contrasted with academic success the prestige is indeterminate.

While the results show that parents attach higher prestige to curricular achievement for both boys and girls, evidence that extra-curricular activities hold more prestige for boys than girls is given by their ratings. The ratings by parents to girls who excel in curricular activities are significantly higher than those given to boys.

When results from the three schools studied are analyzed significant variations in the ratings given curricular and extra-curricular activities are shown. In most cases these are variations in the degree of prestige accorded and not in the direction of the ratings. These variations indicate, however, that school or

community environments may determine, to an extent, the relative prestige allocated to these activities.

The following hypothesis was formulated concerning the relative prestige given curricular and extra-curricular activities.

(a) Parents, teachers and students give a higher prestige rating to curricular activities than to extra-curricular activities but (b) the ratings given by parents and teachers are more highly in favor of curricular activities than the ratings given by students.

The results above indicate that the first part of the hypothesis is not confirmed in its entirety. While it is found that parents and teachers give higher prestige to curricular than to extra-curricular activities, when students rate for boys higher prestige is given to extra-curricular activities. When students rate for girls no clear preference is given.

The second part of the hypothesis now becomes a logical deduction and is confirmed.

Writers who affirm that academic activities have low prestige in comparison to extra-curricular activities are shown to be inaccurate. This statement applies only to the prestige when assigned by high school students and only when the participants in extra-curricular activities are boys.

Prestige Rankings of Programs of Study The matriculation program has highest prestige for both boys and girls when compared with the other programs of study found in the composite high schools of Alberta. This ranking is given by parents, teachers and students,

and is very pronounced from all sources.

The commercial program is ranked second in prestige for girls by all ranking groups.

The prestige of the commercial, shop and general programs, when ranked for boys, and the general and home economics programs when ranked for girls, show variations among the ranking groups.

With the exception of the prestige given the matriculation program for both boys and girls, and the commercial program for girls, variations are found in the rank orders given other programs when the ranking groups from the three schools are compared. This indicates possible environmental factors within the different schools and communities which influence the rankings.

The hypothesis was formulated that the prestige attached to the matriculation program is higher than the prestige attached to any of the other programs by parents, teachers and students. This hypothesis is confirmed.

The study also refutes the assumption of some writers that the traditional academic program has low prestige when compared to the newer industrial arts and domestic science programs.

Prestige Rankings of Subjects When rank orders of the subject ratings are correlated, the high correlations indicate much agreement among groups as to the relative prestige ranks given each subject. Parents',boys' and girls' rankings show more agreement than when the rankings given by teachers are compared with these groups. This is because teachers give relatively higher prestige to matriculation

subjects and relatively lower prestige to shop and home economics subjects than do parents, boys and girls. Boys give relatively higher prestige to home economics subjects than do girls while girls give shop subjects higher prestige than do boys.

Mathematics and science are ranked first and second for boys by all ranking groups. For girls, first and second ranks show variations among ranking groups between mathematics, science, language and literature. German, Latin and biology are given low prestige rankings. The commercial subjects are given low rankings for boys and middle rankings for girls. Shop and home economics subjects are given middle rankings by parents, boys and girls but low rankings by teachers.

It was hypothesized that mathematics and science subjects have more prestige than any of the other subjects studied. This is confirmed for boys. For girls, however, mathematics is ranked first by parents, boys and girls, but third by teachers, while science is ranked second by boys and girls but fourth by parents and teachers.

Ranking Bias by Teachers and Students Associated with Different Programs and Subjects Teachers and students were asked to rank the programs and subjects according to the prestige which they thought such programs and subjects are accorded by most teachers and students respectively. The results show that, where prestige rankings given to programs and subjects are relatively indefinite, there is a tendency for teachers and students associated with these programs and subjects to rank them higher than teachers and students in other programs. This tendency is not extremely pronounced. Such differences in ratings do not show lack of validity of the results in the light of the directions

given but a lack of definite prestige associated with these programs and subjects throughout the schools.

II. IMPLICATIONS FOR THE COMPOSITE SCHOOLS

A problem for high school guidance counsellors is indicated by the results contrasting the relative prestige of curricular and extra-curricular activities. Boys seem to be caught between two sets of conflicting expectations. On the one hand parents and teachers respect them for being successful academically, while on the other hand the peer group gives high prestige to extra-curricular participation. For girls the same sort of conflict exists. While parents and teachers give high prestige to girls who achieve success in academic activities, the prestige given by students varies as different aspects of the extra-curricular program are considered. While some students may be able to meet effectively the expectations of the different groups, some cannot. Such conflict in expectations may contribute to severe emotional problems for such students.

The prestige ranks evident for the different programs and courses may also be a source of conflict to many students. The current emphasis in guidance on students taking programs and courses commensurate with their abilities and aptitudes can cause much concern to students whose abilities and aptitudes indicate programs and courses low in prestige.

No attempt is made here to indicate the desirableness or otherwise of prestige ranks between the different activities and courses within our high schools. There are arguments on both sides.

Prestige rankings, however, exist in most phases of human association and motivates human behavior. For this reason it is necessary for our guidance counsellors to understand its effect on our students if a good job in guidance is to be done.

III. RECOMMENDATIONS FOR FURTHER STUDY

This thesis can be considered merely an exploratory study into the prestige of certain aspects of the educational program in the composite high schools. As such, some of the problems uncovered should be investigated further.

(a) There is necessity for a more intensive study concerning the relative prestige of curricular and extra-curricular activities among boys and girls within the high schools. This study indicated that in the case of girls the relative prestige attached to the extra-curricular program is dependent on the types of activities considered. Further study should attempt to point out more definitely the relative prestige attached to the different types of curricular and extra-curricular activities.

(b) The prestige attached to any aspect of the educational program is a combination of many factors. The prestige attached to the matriculation program may be dependent on the prestige of university training, the prestige of high intellectual achievement, the relative "toughness" of the courses, or a combination of these and many other factors. Some of these activities, programs and subjects should be investigated further to determine which factors contribute most to the prestige or lack of it in each case.

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APPENDICES

APPENDIX A

LETTER TO PARENTS ENCLOSED WITH QUESTIONNAIRE

UNIVERSITY OF ALBERTA

Division of Educational Administration

Faculty of Graduate Studies

Room 330c
Education Buidling,
Edmonton,
May 11, 1958.

Dear Parent,

The enclosed questionnaire is part of a study conducted by the Division of Educational Administration at the University of Alberta on the Composite High Schools. It is authorized by the University and by the principal from whom you receive this questionnaire.

Will you please take a few minutes to complete the questionnaire and return it through your child to the principal of the school from which you receive it. A prompt return would be appreciated.

Your name is not required. The information you give will be treated anonymously.

Sincerely,

N. Kelland

Questionnaire to Parents

UNIVERSITY OF ALBERTA

Faculty of Graduate Studies Division of Educational Administration

Do not sign your name to the questionnaire, but please fill in the required data below.[1]

Your Sex: Male . . . . Female . . . . .
Program which your child is taking in high school;
Shop Program . . . . . Matriculation Program . . . .
Home Economics Program . . . . . General Program . . . . . .
Business Education (Commercial) program . . . .
Your Child is: Boy . . . . Girl . . . .

Instructions for Marking the Questionnaire

In the following list of questions first pick out the answer which would fit best in the case of boys, and put the letter (a) or (b), whichever one corresponds to the answer chosen, in the box marked "boys" at the end of the question. Do the same in the case of girls and put the ap propriate letter in the box marked "girls". Please fill in the answers for both boys and girls regardless of the sex of your child.

The answers given represent extreme situations. You are asked to choose the answers which are most suitable.

You are to pick out the answer which you think most parents[2] would choose, not necess arily the one you personally would choose.

---

1. Do you think parents would more highly regard a student who;

(a) Aimed to get good results in his (her) studies and only took pa rt in other activities if he (she) felt that the extra time involved did not cause him (her) to lose marks?

---

[1] Teachers were asked to list the subjects which they taught in high school. Students were asked their sex and the program in which they were enrolled.

[2] In the questionnaire where the word "parents" occurs, the word "students" was substituted on the questionnaire to students and the word "teachers" on the questionnaire to teachers.

(b) Did enough work merely to pass the course and spent all the time he (she) could on other school activities?

	BOYS	GIRLS
	____	____

2 . Would most parents think more highly of a student if;

(a) He (She) came at the head of the class with high marks?

(b) He (she) was very successful in sports?

	BOYS	GIRLS
	____	____

3. Which type of student would parents admire most?

(a) A student who spent a lot of time studying so that he (she) would get high standing in the courses and risked being called a "bookworm" by other students

(b) A student who studied only enough to pass his (her) courses and considered that making friends and getting along well with other students was more important than getting good marks.

	BOYS	GIRLS
	____	____

4. Would parents more highly regard students who;

(a) Would not accept leadership positions in school clubs or on school teams for fear that they might get low marks?

(b) Would accept as many leadership positions as possible at the risk of getting low marks?

	BOYS	GIRLS
	____	____

5. Would parents admire more;

(a) A student who won a scholarship for high standing in his (her) courses?

(b) A student who won a trophy for being an outstanding player on school teams?

	BOYS	GIRLS
	____	____

6. In the opinion of most parents, which type of student would have the best chance of success later in life?

(a) A student who finished high school with a record of high marks in his (her) courses, but had taken p art in very few other activities and had made very few friends.

(b) A student who "just made it" in his (her) courses, but had p articipated in many activities and had made many friends.

	BOYS	GIRLS
	____	____

7. Would parents think more highly of;

(a) A student who received a scholarship for high achievement in his (her) courses?

(b) A student who received an award for being very active as a leader in the Students' Union and in school clubs?

	BOYS	GIRLS
	____	____

Instructions: In most Composite Schools certain programs of study have higher prestige than other programs. Students in some programs are "more looked up to" or "more highly respected" than students in other programs, not necessarily because of the abilities or interests of the students themselves, but because of the higher prestige of the program in which they are enrolled. Students in other programs are "looked down on," not because of any personal qualities of the students, but because they are in p rograms of lower prestige.

Below are listed programs of study commonly found in Composite High Schools. You are asked to pick out the program which you think most parents consider to be the program which has highest prestige. Put number 1 opposite this program. Then put number 2 op posite the p rogram which comes next in this respect, and so on until you come to the one which has lowest prestige, after which you p lace number 4.

BOYS		GIRLS
____	Business Education (Commercial) Program: (leads to High School Diploma but not to Matriculation; most of the courses chosen are commercial courses).	____
____		____
____	Shop Program: (leads to High School Diploma but not to Matriculation; Most of the courses chosen are in Industrial Arts)	
____		
	Home Economics Program: (leads to High School Diploma but not to Matriculation; most of the courses chosen are in Home Economics)	____
		____
____	Gen eral Program: (leads to High School Diploma but not to Matricula tion; the courses chosen are in no definite pattern)	____
____		____
____	Matriculation Program: (a program so arranged that it leads to university entrance)	____
____		____

Below are listed some of the courses commonly found in Composite High Schools. You are asked to rank these courses in the same way that you ranked the programs. Put number 1 opposite the course which has highest prestige and continue in this way until you put the last number opposite the course which has lowest prestige.

Remember, you are asked to rate these courses in the order which you think most p arents would rate them, not necessarily how you personally would rate them.

Please do two ratings; one for boys on the left side of the p age and one for girls on the right side of the page. If you use a pencil you will be able to erase any mistakes you might make doing the rating.

BOYS	SUBJECTS	GIRLS
____	Agriculture	
____	Art	____
____	Automotives	
____	Biology	____
____	Bookkeeping	____
____	Drafting	
____	Dramatics	____
____	Electricity	
	Fabrics and Dress	____
	Foods & Nutrition	____
____	French	____
____	German	____
	Home Economics	____
____	Language (English)	____
____	Latin	____
____	Literature (English)	____
____	Mathematics (Algebra Core)	____
____	Mathematics (Shop Maths.)	
____	Music	____
____	Metalwork	
____	Science (Chemistry & Physics)	____
____	Shorthand	____
____	Social Studies	____
____	Typewriting	____
____	Woodwork	

APPENDIX B TABLE I

NUMBERS OF QUESTIONNAIRES DISTRIBUTED TO AND RETURNED BY THE DIFFERENT RATING GROUPS

	Students		Parents		Teachers	
	Distributed	Returned	Distributed	Returned	Distributed	Returned
School A	92	91	92	67	39	32
School B	53	53	53	25	32	30
School C	153	153	153	93	69	48
Totals	298	297	298	185	140	110
Percentage Returns	99.7%		62.1%		78.6%	

APPENDIX B TABLE II

NUMBER OF QUESTIONNAIRES USED IN THE RATING OF CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES BY THE DIFFERENT RATING GROUPS

	Parents	Teachers	Boys	Girls
School A	64	29	39	48
School B	22	27	22	31
School C	89	45	68	79
Totals	175	101	129	158

APPENDIX B TABLE III

NUMBER OF QUESTIONNAIRES USED IN THE RANKING OF THE DIFFERENT PROGRAMS OF STUDY BY THE VARIOUS GROUPS

	Parents	Teachers	Boys	Girls
School A	63	28	37	48
School B	21	22	22	31
School C	93	43	65	76
Totals	177	93	124	155

APPENDIX B TABLE IV

NUMBER OF QUESTIONNAIRES USED IN THE RANKING OF THE DIFFERENT SUBJECTS BY THE VARIOUS GROUPS

	Parents	Teachers	Boys	Girls
School A	61	25	33	47
School B	18	18	21	31
School C	83	34	62	71
Totals	162	77	116	149

APPENDIX C TABLE I

PRESTIGE ATTACHED TO CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES BY PARENTS FOR BOYS AND GIRLS

Schools		Answers for Boys A	B	C	Signif. Diff.	Schools		Answers for Girls A	B	C	Signif. Diff.
Ques.1	(a)	81%(52)	86%(19)	90%(80)	None	Ques.1	(a)	83%(53)	86%(19)	90%(80)	None
	(b)	19%(12)	14%(3)	10%(9)			(b)	17%(11)	14%(3)	10%(9)	
Ques.2	(a)	72%(46)	82%(18)	85%(76)	None	Ques.2	(a)	98%(63)	95%(21)	96%(85)	None
	(b)	28%(18)	18%(4)	15%(13)			(b)	2%(1)	5%(1)	4%(4)	
Ques.3	(a)	53%(34)	73%(16)	65%(58)	None	Ques.3	(a)	58%(37)	73%(16)	62%(55)	None
	(b)	47%(30)	27%(6)	35%(31)			(b)	42%(27)	27%(6)	38%(34)	
Ques.4	(a)	67%(43)	77%(17)	79%(70)	None	Ques.4	(a)	73%(47)	77%(17)	76%(68)	None
	(b)	33%(21)	23%(5)	21%(19)			(b)	27%(17)	23%(5)	24%(21)	
Ques.5	(a)	70%(45)	91%(20)	85%(76)	.05	Ques.5	(a)	95%(61)	86%(19)	98%(87)	None
	(b)	30%(19)	9%(2)	15%(13)			(b)	5%(3)	14%(3)	2%(2)	
Ques.6	(a)	47%(30)	41%(9)	61%(54)	None	Ques.6	(a)	44%(28)	45%(10)	52%(46)	None
	(b)	53%(34)	59%(13)	39%(35)			(b)	56%(36)	55%(12)	48%(43)	
Ques.7	(a)	69%(44)	82%(18)	79%(70)	None	Ques.7	(a)	73%(47)	72%(17)	83%(74)	None
	(b)	31%(20)	18%(4)	21%(19)			(b)	27%(17)	23%(5)	17%(15)	

NOTE: This table is to be used in conjunction with the questions in the questionnaire (Appendix A). A,B,C are the three schools in which the study was conducted. (a), (b) are the alternatives to each question. The percentages are based on the frequencies of the responses given in brackets. Significant differences between the three schools are given at or above the .05 level.

APPENDIX C TABLE II

PRESTIGE ATTACHED TO CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES BY TEACHERS FOR BOYS AND GIRLS

Schools	Answers for Boys A	B	C	Signif. Diff.	Schools	Answers for Girls A	B	C	Signif. Diff.
Ques.1 (a)	97%(28)	93%(25)	96%(43)	None	Ques.1 (a)	100%(29)	100%(27)	98%(44)	None
(b)	3%(1)	7%(2)	4%(2)		(b)	0%(0)	0%(0)	2%(1)	
Ques.2 (a)	97%(28)	81%(22)	96%(43)	None	Ques.2 (a)	93%(27)	96%(26)	96%(43)	None
(b)	3%(1)	19%(5)	4%(2)		(b)	7%(2)	4%(1)	4%(2)	
Ques.3 (a)	86%(25)	67%(18)	82%(37)	None	Ques.3 (a)	86%(25)	67%(18)	78%(35)	None
(b)	14%(4)	33%(9)	18%(8)		(b)	14%(4)	33%(9)	22%(10)	
Ques.4 (a)	83%(24)	59%(16)	84%(38)	.05	Ques.4 (a)	79%(23)	63%(17)	82%(37)	None
(b)	17%(5)	41%(11)	16%(7)		(b)	21%(6)	37%(10)	18%(8)	
Ques.5 (a)	97%(28)	81%(22)	98%(44)	None	Ques.5 (a)	93%(27)	96%(26)	98%(44)	None
(b)	3%(1)	19%(5)	2%(1)		(b)	7%(2)	4%(1)	2%(1)	
Ques.6 (a)	72%(21)	74%(20)	76%(34)	None	Ques.6 (a)	69%(20)	63%(17)	62%(28)	None
(b)	28%(8)	26%(7)	24%(11)		(b)	31%(9)	37%(10)	38%(17)	
Ques.7 (a)	83%(24)	81%(22)	91%(41)	None	Ques.7 (a)	83%(24)	96%(26)	89%(40)	None
(b)	17%(5)	19%(5)	9%(4)		(b)	17%(5)	4%(1)	11%(5)	

NOTE: For interpretation see note following Table I Appendix C.

APPENDIX C TABLE III

PRESTIGE ATTACHED TO CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES BY BOYS FOR BOYS AND GIRLS

Schools	Answers for Boys A	B	C	Signif. Diff.	Schools	Answers for Girls A	B	C	Signif. Diff.
Ques.1 (a)	41%(16)	59%(13)	41%(28)	None	Ques.1 (a)	79%(31)	82%(18)	82%(28)	None
(b)	59%(23)	41%(9)	59%(40)		(b)	21%(8)	18%(4)	18%(12)	
Ques.2 (a)	15%(6)	9%(2)	18%(12)	None	Ques.2 (a)	54%(21)	68%(15)	81%(55)	.05
(b)	85%(33)	91%(20)	82%(56)		(b)	46%(18)	32%(7)	19%(13)	
Ques.3 (a)	15%(6)	5%(1)	18%(12)	None	Ques.3 (a)	46%(18)	27%(6)	46%(31)	None
(b)	85%(33)	95%(21)	82%(56)		(b)	54%(21)	73%(16)	54%(37)	
Ques.4 (a)	23%(9)	23%(5)	40%(27)	None	Ques.4 (a)	33%(13)	50%(11)	57%(39)	None
(b)	77%(30)	77%(17)	60%(41)		(b)	67%(26)	50%(11)	43%(29)	
Ques.5 (a)	15%(6)	32%(7)	22%(15)	None	Ques.5 (a)	44%(17)	68%(15)	66%(45)	None
(b)	85%(33)	68%(15)	73%(53)		(b)	56%(22)	32%(7)	34%(23)	
Ques.6 (a)	54%(21)	55%(12)	46%(31)	None	Ques.6 (a)	72%(28)	55%(12)	56%(38)	None
(b)	46%(18)	45%(10)	54%(37)		(b)	28%(11)	45%(10)	44%(30)	
Ques.7 (a)	28%(11)	27%(6)	31%(21)	None	Ques.7 (a)	62%(24)	64%(14)	49%(33)	None
(b)	72%(28)	73%(16)	69%(47)		(b)	38%(15)	36%(8)	51%(35)	

NOTE: For interpretation see note following Table I Appendix C.

APPENDIX C TABLE IV

PRESTIGE ATTACHED TO CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES BY GIRLS FOR BOYS AND GIRLS

Schools	Answers for Boys A	B	C	Signif. Diff.	Schools	Answers for Girls A	B	C	Signif. Diff.
Ques.1 (a)	33%(16)	26%(8)	32%(25)	None	Ques.1 (a)	88%(42)	84%(26)	80%(63)	None
(b)	67%(32)	74%(23)	68%(54)		(b)	12%(6)	16%(5)	20%(16)	
Ques.2 (a)	6%(3)	13%(4)	19%(15)	None	Ques.2 (a)	58%(28)	68%(21)	58%(46)	None
(b)	94%(45)	87%(27)	81%(64)		(b)	42%(20)	32%(10)	42%(33)	
Ques.3 (a)	15%(7)	23%(7)	27%(21)	None	Ques.3 (a)	42%(20)	32%(10)	39%(31)	None
(b)	85%(41)	77%(24)	73%(58)		(b)	58%(28)	68%(21)	61%(48)	
Ques.4 (a)	27%(13)	48%(15)	47%(37)	None	Ques.4 (a)	48%(23)	68%(21)	73%(58)	.05
(b)	73%(35)	52%(16)	53%(42)		(b)	52%(25)	32%(10)	27%(21)	
Ques.5 (a)	4%(2)	42%(13)	15%(12)	.01	Ques.5 (a)	73%(35)	77%(24)	62%(49)	None
(b)	96%(46)	58%(18)	85%(67)		(b)	27%(13)	23%(7)	38%(30)	
Ques.6 (a)	50%(24)	48%(15)	54%(43)	None	Ques.6 (a)	63%(30)	42%(13)	61%(48)	None
(b)	50%(24)	52%(16)	46%(36)		(b)	37%(18)	58%(18)	39%(31)	
Ques.7 (a)	23%(11)	42%(13)	24%(19)	None	Ques.7 (a)	54%(26)	52%(16)	58%(46)	None
(b)	77%(37)	58%(18)	76%(60)		(b)	46%(22)	48%(15)	42%(33)	

NOTE: For Interpretation see note following Table I Appendix C.

APPENDIX D TABLE I

PRESTIGE RANKINGS OF PROGRAMS FOR BOYS BY PARENTS FROM THE DIFFERENT SCHOOLS

I. Rankings Given By Parents From School A

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	60	1	2	0	1.03	1
Shop	3	27	22	11	2.57	2
Commercial	0	18	27	18	3.00	3
General	0	17	12	34	3.57	4

II. Rankings Given By Parents From School B

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	20	0	1	0	1.03	1
Commercial	0	11	7	3	2.45	2
Shop	0	6	10	5	2.95	3
General	1	4	3	13	3.69	4

III. Rankings Given By Parents From School C

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	88	2	1	2	1.03	1
Commercial	2	41	28	22	2.63	2
Shop	3	33	44	13	2.74	3
General	0	17	20	56	3.67	4

APPENDIX D TABLE II

PRESTIGE RANKINGS OF PROGRAMS FOR BOYS BY TEACHERS FROM THE DIFFERENT SCHOOLS

I. Rankings Given By Teachers From School A

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	28	0	0	0	1.00	1
Commercial	0	9	13	6	2.88	2
Shop	0	7	13	8	3.04	3
General	0	12	2	14	3.50	4

II. Rankings Given By Teachers From School B

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	22	0	0	0	1.00	1
General	0	13	2	7	2.35	2
Commercial	0	4	12	6	3.08	3
Shop	0	5	8	9	3.25	4

III. Rankings Given By Teachers From School C

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	43	0	0	0	1.00	1
Commercial	0	17	21	5	2.71	2
General	0	20	6	17	2.75	3
Shop	0	6	16	21	3.47	4

APPENDIX D TABLE III

PRESTIGE RANKINGS OF PROGRAMS FOR BOYS BY BOYS FROM THE DIFFERENT SCHOOLS

L. Rankings Given By Boys From School A

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	32	1	3	1	1.08	1
Commercial	1	15	9	12	2.67	2
Shop	3	10	12	12	2.96	3
General	1	11	13	12	3.00	4

II. Rankings Given By Boys From School B

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	18	2	0	2	1.11	1
General	2	9	5	6	2.50	2
Shop	0	7	9	6	2.94	3
Commercial	2	4	8	8	3.13	4

III. Rankings Given By Boys From School C

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	56	7	2	0	1.08	1
Shop	5	25	24	11	2.60	2
Commercial	1	23	25	16	2.84	3
General	3	10	14	38	3.64	4

APPENDIX D TABLE IV

PRESTIGE RANKINGS OF PROGRAMS FOR BOYS BY GIRLS FROM THE DIFFERENT SCHOOLS

I. Rankings Given By Girls From School A

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	33	11	3	1	1.23	1
Shop	12	19	15	2	2.13	2
General	3	14	17	14	2.19	3
Commercial	0	4	13	31	3.73	4

II. Rankings Given By Girls From School B

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	29	0	1	1	1.03	1
Shop	2	18	4	7	2.25	2
Commercial	0	6	15	10	3.13	3
General	0	7	11	13	3.27	4

III. Rankings Given By Girls From School C

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	69	3	3	1	1.05	1
Shop	7	42	20	7	2.24	2
Commercial	0	19	29	28	3.16	3
General	0	11	24	41	3.57	4

APPENDIX D TABLE V

PRESTIGE RANKINGS OF PROGRAMS FOR GIRLS BY PARENTS FROM THE DIFFERENT SCHOOLS

I. Rankings Given By Parents From School A

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	49	5	9	0	1.14	1
Commercial	10	38	12	3	2.07	2
Home Economics	4	11	30	18	3.05	3
General	0	9	12	42	3.75	4

II. Rankings Given By Parents From School B

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	17	2	2	0	1.12	1
Commercial	0	14	6	1	2.25	2
Home Economics	3	2	9	7	3.11	3
General	1	3	4	13	3.69	4

III. Rankings Given By Parents From School C

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	78	5	7	3	1.10	1
Commercial	11	57	18	7	2.12	2
Home Economics	3	20	53	17	2.94	3
General	1	11	15	66	3.80	4

APPENDIX D TABLE VI

PRESTIGE RANKINGS OF PROGRAMS FOR GIRLS BY TEACHERS FROM THE DIFFERENT SCHOOLS

I. Rankings Given By Teachers From School A

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	27	1	0	0	1.02	1
Commercial	1	20	6	1	2.15	2
Home Economics	0	2	17	9	3.21	3
General	0	5	5	18	3.72	4

II. Rankings Given By Teachers From School B

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	20	0	2	0	1.05	1
Commercial	1	11	9	1	2.41	2
General	1	8	4	9	3.00	3
Home Economics	0	3	7	12	3.58	4

III. Rankings Given By Teachers From School C

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	43	0	0	0	1.00	1
Commercial	0	27	11	5	2.30	2
General	0	15	12	16	3.04	3
Home Economics	0	1	20	22	3.52	4

APPENDIX D TABLE VII

PRESTIGE RANKINGS OF PROGRAMS FOR GIRLS BY BOYS FROM THE DIFFERENT SCHOOLS

I. Rankings Given By Boys From School A

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	23	8	5	1	1.30	1
Commercial	10	17	7	3	2.00	2
Home Economics	4	8	18	7	2.86	3
General	0	4	7	26	3.79	4

II. Rankings Given By Boys From School B

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	13	5	3	1	1.35	1
Commercial	6	9	5	2	2.06	2
Home Economics	2	3	8	9	3.25	3
General	1	5	6	10	3.33	4

III. Rankings Given By Boys From School C

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	49	10	5	1	1.16	1
Commercial	12	34	17	2	2.10	2
Home Economics	4	17	28	16	2.91	3
General	0	4	15	46	3.79	4

APPENDIX D TABLE VIII

PRESTIGE RANKINGS OF PROGRAMS FOR GIRLS BY GIRLS FROM THE DIFFERENT SCHOOLS

I. Rankings Given By Girls From School A

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	34	11	2	1	1.21	1
Commercial	14	24	9	1	1.92	2
Home Economics	0	8	25	15	3.14	3
General	0	5	12	31	3.73	4

II. Rankings Given By Girls From School B

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	28	3	0	0	1.05	1
Commercial	3	26	2	0	1.98	2
Home Economics	0	2	18	11	3.25	3
General	0	0	11	20	3.73	4

III. Rankings Given By Girls From School C

Programs	Ranking Order 1	2	3	4	Medians	Rank Order
Matriculation	64	7	4	1	1.09	1
Commercial	11	53	10	2	2.01	2
Home Economics	0	10	46	20	3.11	3
General	1	6	16	53	3.78	4

APPENDIX E TABLE I

PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY PARENTS

Ranking Order	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Medians
Mathematics	79	27	13	6	3	6	3	4	5	2	3	2	2	2	3	2							1.58
Science	26	47	28	21	11	3	4	8	4	1	2	3			1				2			1	2.79
Language	18	15	29	23	12	7	3	4	4	4	4	7	4	5	7	6	2		4	2		2	4.33
Soc.Studies	3	6	15	21	21	7	8	9	11	7	4	7	5	4	7	4	4	4	7	5	2	1	7.50
Literature	2	11	15	21	16	9	5	4	6	5	5	5	6	8	11	6	7	7	4	2	4	3	8.00
Shop Maths	10	20	9	5	9	11	11	11	9	11	6	5	9	3	3	5	7	5	7	4	1	1	8.05
Electricity	3	14	8	9	14	10	10	13	13	7	12	7	6	8	1	11	3	9	2	1	1		8.50
Automotives	11	8	7	10	10	12	5	9	16	13	12	9	7	6	9	2	5	4	4	2	1		9.06
Drafting	2	3	13	7	7	10	9	12	11	10	13	12	12	12	10	7	5	1	1		3	2	10.20
Biology	1	2	1	7	6	16	13	4	14	18	10	10	11	7	6	8	10	2	6	2	2	6	10.44
French	2	1	1	7	12	16	18	7	5	7	6	6	14	9	7	9	7	10	8	5	4	1	11.33
Agriculture	3	2	8	8	9	8	7	13	6	3	13	11	9	9	8	9	6	7	5	7	9	2	11.59
Bookkeeping	1	2	3	2	7	5	11	10	6	17	12	9	7	8	10	7	10	9	5	9	7	5	12.06
Woodwork			7	3	4	4	12	10	7	8	10	18	10	11	15	8	7	3	5	6	8	6	12.39
Metalwork		2	1	4	4	9	11	11	7	10	8	12	11	12	2	13	6	10	7	7	6	9	12.68
Typewriting				2	1	5	6	4	12	9	9	9	12	18	12	9	9	9	8	11	12	5	14.17
Latin		1	2	4	6	8	10	7	8	6	3	5	9	5	5	7	12	13	6	14	14	17	15.79
Art	1			1	3	6	4	3	2	8	9	10	10	7	12	12	15	7	18	16	7	11	15.92
German			1	1	3	6	5	6	4	3	8	5	3	9	9	10	9	9	15	20	15	21	17.39
Shorthand					1	2	1	4	4	4	5	5	6	6	11	11	14	15	16	18	21	18	17.97
Music			1		2		4	5	5	3	5	2	4	8	8	7	15	23	15	15	20	20	18.02
Dramatics		1			1	2	2	4	3	6	3	3	5	5	5	9	9	15	17	16	25	31	18.97

APPENDIX E TABLE II

PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY TEACHERS

Ranking Order	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Medians
Mathematics	27	21	14	10	2		1		1								1						2.05
Science	20	30	4	9	7	3	1	1				1									1		2.12
Language	23	6	11	12	7	3	2	4	1	1	1	2	2					1				1	3.36
Soc.Studies	1	4	23	12	16	18	5	2	2	2	1						1						4.38
Literature	3	9	9	15	12	6	5	4	3	2	1	2	1	1	1	1		1	1				4.71
French		2	6	4	14	17	13	6	2	3	1	1		1		1	2		1	3			6.24
Latin	2	1	3	7	4	12	7	7	5	2	2		1	1		2	1	3	6	1	4	6	7.86
Biology			1	1	5	10	13	5	9	5	3	2	3	4	5	2		2	1	2	3	1	8.89
Shop Maths	1	3	3			3	5	3	3	13	7	6	2	3	5	3	7	4	1	2	2	1	11.14
Electricity				1	2	1	2	8	4	7	11	5	9	4	7	7	3	2	2		2		12.00
Automotives			1		3	2	2	4	8	6	3	7	7	9	6	4	2	3	4	2	3	1	12.86
Bookkeeping			1	1		4	3	3	2	2	5	9	9	4	6	4	8	6	3	2	4	1	13.44
Typewriting				1	1	4	3	3	6	3	7	5	4	6	6	6	6	5	7	1	2	1	13.75
German		1		2	1	1	6	13	8	1	3	1		3	3		3	3	1	6	6	15	14.00
Drafting						1		2	3	6	9	5	6	5	8	5	9	7	3	2	3	3	14.69
Metalwork					1		3	1		2	2	6	12	9	11	4	5	7	4	5	5		14.73
Woodwork				2			2	2	3	8	8	2	2	8	4	7	4	11	4	6	4		14.87
Music					1		2	5	4	3	2	6	6	5	5	3	3	6	7	8	4	7	15.40
Art			1					2	5	3	4	6	5	4	2	9	5	7	7	11	4	2	16.23
Shorthand					1		1	1	3	4	4	3	5	3	4	6	7	4	7	5	7	12	17.00
Agriculture						2	1	1	3			3	2	6	2	8	7	4	3	11	11	13	18.38
Dramatics									2	4	3	5	1	1	2	5	3	1	15	10	12	13	19.27

APPENDIX E TABLE III

PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY BOYS

Ranking Order	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Medians
Mathematics	62	19	5	9	6	2		1		1	3			1	2	1			1			3	1.44
Science	15	47	15	10	7	3	6	1	2	1	2	2			3				1		1		2.41
Language	4	4	22	16	11	7	4	3	6		4	2	5	4	8	4	2	1	3	1	3	2	5.64
Soc.Studies	3	2	16	15	15	6	5	8	2	10	7	8	3	1	1	4	2	2	3	1		2	6.70
French	3	1	9	8	9	13	11	10	4	5	2	5	6	2	2	1	4	7	3	7	2	2	7.90
Shop Maths	2	11	7	9	4	12	9	8	8	6	5	5	7	2	5	1	4	4	4	1	1	1	8.00
Automotives	21	3	12	4	5	4	4	9	10	10	4	7	6	4	3	2	2	2	2	1		1	8.06
Literature		3	4	9	13	15	6	8	4	6	6	4	3	5	3	4	4	4	5	3	3	4	8.50
Electricity		9	2	10	5	12	8	6	5	14	11	10	4	6	2	4	1	2	2		2	1	9.57
Drafting		2	2	6	11	2	6	8	5	8	12	8	6	8	8	4	11	4		1	2	2	11.17
Woodwork	1	5	3	7	3	6	5	8	7	7	8	7	6	7	6	5	5	5	1	5	3	6	11.25
Metalwork		4	7	3	4	3	9	6	6	5	10	10	7	6	8	6	6	3	5	3	4	1	11.60
Biology				1	3	9	7	4	14	7	4	5	11	11	6	8	10	6	3	5	2		12.86
Typewriting		1		2	3	2	9	7	3	7	7	9	7	6	11	6	7	10	9	6	2	2	13.67
Latin	1	2	5	2	5	7	13	2	8	2	4	3	2	6	4	4	5	6	9	10	11	5	13.83
Agriculture	1		2		5	3	4	4	6	6	5	4	10	15	7	7	5	9	6	3	6	7	14.03
German		1	2	4	4	5	6	11	8	3		4	6	5	1	5	7	6	9	9	11	9	14.30
Art	1		2		3	2	2	3	8	4	5	6	10	4	14	11	7	7	5	6	10	6	15.07
Bookkeeping	2	1				2		6	6	7	7	3	6	8	9	12	6	10	8	10	7	6	15.58
Shorthand							2	2		3	2	2	4	4	6	15	11	11	12	9	16	17	18.14
Music				1				1	2	3	5	8	2	6	4	7	10	7	14	19	14	13	18.64
Dramatics		1	1			1			2	1	3	4	5	5	3	5	7	10	11	15	16	26	19.41

APPENDIX E TABLE IV

PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY GIRLS

Ranking Order	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Medians
Mathematics	44	24	12	7	2	6	1	8	9	4	9	2	7	3	5	1		2	1	1	1		3.04
Science	32	33	11	9	13	8	7	4	7	5		2	3	2	2	1		1	5	2		2	3.36
Automotives	40	10	5	14	9	9	5	10	9	8	7	3	6	3	4	1	2	2	1	1			5.12
Electricity	9	18	16	11	14	14	9	8	8	11	5	5	5	9	1	1	2	2		1			5.96
Drafting	4	13	7	9	11	14	16	11	6	7	13	8	8	6	3	5	2	1	2	1	2		7.55
Shop Maths	4	15	17	10	7	6	12	10	12	12	8	7	6	3	4	6	4	2	3		1		7.85
Metalwork		7	15	22	10	3	9	11	7	8	8	15	6	6	3	5	6	3		2	2	1	8.27
Woodwork	1	6	11	13	18	10	6	8	8	8	7	6	15	3	6	6	2	3	4	4	1	3	8.69
Language	11	5	11	16	4	8	7	4	3	8	10	10	10	7	10	8	9	4	2	2			10.19
Soc.Studies	2	3	10	11	9	9	5	9	8	9	15	7	7	7	10	5	7	6	3	5		2	10.44
Biology			4	3	2	15	7	15	8	20	11	11	11	9	6	3	8	10	3	2	1		10.55
Agriculture		2	4	2	12	11	15	8	11	8	10	13	7	9	11	6	9	2	2	1	3	3	10.65
French	1	1	6	5	10	4	13	8	6	13	6	14	14	11	8	10	6	4	4	3	2		11.61
Literature		8	8	6	11	6	6	7	6	6	3	12	8	9	8	9	9	5	6	6	7	3	12.13
Latin	1	1	8	3	6	9	6	9	6	2	9	5	8	12	10	8	8	13	6	9	5	5	13.63
German		2	1	5	5	8	8	8	12	5	2	4	5	16	13	9	9	10	10	8	4	5	14.09
Bookkeeping			1		3		6	3	7	5	7	5	5	10	21	10	9	13	14	10	12	8	15.65
Art				1	2	6	6	2	7	3	8	6	4	6	6	17	10	16	13	11	17	8	16.55
Typewriting		1	1	1		2	4	3	4	3	2	6	7	8	9	11	19	17	18	14	13	6	17.16
Shorthand			1						1	1	3	2	1	5	2	15	11	12	17	19	30	29	19.68
Dramatics					1	1	1	1	3	1	3	3	3	3	4	6	4	13	22	25	22	33	19.72
Music				1				2	1	2	3	3	3	2	3	6	13	8	13	22	26	41	20.16

APPENDIX E TABLE V

PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY PARENTS

Ranking Order	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Medians
Mathematics	53	21	14	7	5	5	3	3	1	5	7	5	7	6	5	11	4		3.00
Language	28	23	23	23	10	5	6	2	8	8	5	11	1	2	4	2		1	3.80
Literature	3	24	21	21	13	6	9	9	4	5	12	10	5	7	7	3	1	2	5.41
Science	11	23	13	14	14	6	6	9	8	5	7	6	4	9	6	5	8	8	6.50
Typewriting	9	10	9	10	14	19	14	9	19	15	8	5	5	8	5	1	1	1	7.21
Soc. Studies	8	3	15	12	16	12	13	14	11	12	6	8	6	4	5	7	4	6	7.64
Home Economics	14	10	9	9	9	11	8	11	13	12	10	6	13	6	4	9	4	4	8.50
Fabrics & Dress	8	12	12	8	7	11	12	11	12	12	10	8	14	12	6	2	4	1	8.50
Shorthand	4	9	8	10	14	10	17	8	13	12	14	4	10	10	9	3	6	1	8.58
Foods & Nutrition	9	14	7	5	14	14	7	9	14	13	6	15	7	9	9	4	3	3	8.64
Bookkeeping	3	6	7	8	6	12	13	17	9	11	11	13	10	8	10	13	3	2	9.50
French	2		4	10	12	17	11	6	6	9	14	13	15	19	11	12	6	5	10.79
Music	5	3	5	6	10	3	7	14	12	11	8	11	15	6	10	12	11	13	11.13
Art	2	2	3	6	3	8	12	9	7	9	12	15	10	12	15	8	18	11	12.03
Biology		1	6	4	4	7	5	8	10	8	7	10	9	18	15	15	21	14	13.61
Dramatics	3		3	2	3	3	6	10	10	5	10	13	9	14	16	29	11	15	13.79
Latin		1	3	5	3	7	9	8	2	6	8	4	17	8	12	14	28	27	14.50
German				2	5	6	4	5	3	4	7	5	5	14	13	12	29	48	16.17

APPENDIX E TABLE VI

PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY TEACHERS

Ranking Order	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Medians
Language	31	12	8	4	5	4	4	4	1		1	2	1						2.13
Literature	9	22	9	9	5	3	5	4	5		1	1	3	1					3.33
Mathematics	16	9	13	10	5	6	3	3	1		3	1		4		1	1	1	3.55
Science	7	16	7	11	11	2	7	3		1	1	2	3	3	2	1			4.27
Soc. Studies	4	3	16	14	9	14	2	5	4	2		1		1		1	1		4.67
French	1	5	12	4	14	11	10	2	2	1	5	1				8	1		5.73
Latin	5	1	4	6	4	10	8	8	3	1	1	2		3	3	2	7	9	7.56
Biology		2		5	4	5	10	5	9	8	10	1	4	4	2	3		5	9.33
Typewriting	3	1	1	3	6	4	2	5	10	13	4	7	3	2	5	5	2	1	9.77
Shorthand		2	1	2	2	4	6	6	6	9	9	2	6	7	4	1	8	2	10.56
Music			1	2	1	2	7	5	7	8	6	8	3	9	4	4	8	2	11.42
Bookkeeping			1		1		2	4	5	14	10	7	5	4	10	3	5	6	11.71
Art				1		4	1	1	6	5	9	12	9	3	5	10	4	7	12.46
Fabrics & Dress		1	1	1	4	1	2	3	5	1	6	7	10	11	7	9	5	3	13.15
Dramatics							4	2	5	3	6	9	9	5	9	8	11	6	13.60
Foods & Nutrition		1	1	2	1	3	1	1	2	5	2	9	7	10	15	7	8	2	13.85
Home Economics	1		1		2	1	1	4	1	5	2	3	13	7	10	9	6	11	14.14
German		2	1	3	3	3	2	12	5	1	1	2	1	3	1	5	10	22	14.33

APPENDIX E TABLE VII

PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY BOYS

Ranking Order	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Medians
Mathematics	44	11	6	4	5	3	1	5	2	5	5	3	2	3	4	6	5	2	3.00
Science	7	30	6	8	5	1	5	3	6	4	7	5	3	3	6	2	9	6	6.70
Typewriting	14	6	5	11	9	10	10	5	14	11	7	1	3	5		2	2	1	6.80
Language	9	11	10	9	8	9	6	4	6	2	4	13	7	3	5	4	1	5	6.83
Foods & Nutrition	5	17	11	7	9	6	7	8	4	5	3	1	15	5	8	1	2	2	6.93
Shorthand	1	12	10	9	8	11	14	8	14	7	4	5	4		2	1	2	4	7.00
Fabrics & Dress	14	10	10	8	7	5	5	8	9	3	2	12	7	3	2	8	3		7.30
Home Economics	9	3	11	13	5	7	7	4	2	9	4	8	1	9	4	6	4	10	8.00
Soc. Studies	4	2	14	7	8	8	4	16	6	9	7	2	6	5	2	4	6	6	8.19
Literature		5	7	13	14	6	7	5	5	3	6	7	6	16	4	4	5	3	8.70
French		2	4	6	10	11	11	5	7	10	10	4	10	10	3	7	3	3	9.70
Bookkeeping	4	2	4	4	7	12	6	5	6	11	12	8	4	10	4	9	5	3	10.23
Music		2	3	2	3	5	10	6	5	8	9	10	10	11	6	7	10	9	12.00
German			2	3	4	7	6	7	4	8	9	8	5	7	7	7	12	20	12.50
Art	1		1	7	3	4	5	5	9	6	11	5	10	3	15	17	6	8	12.60
Latin		2	5		4	5	7	8	5	4	6	11	7	5	15	5	11	16	12.64
Biology	1		2	2	5	2	1	8	6	4	5	6	10	9	17	12	15	11	14.17
Dramatics	3	1	5	3	2	4	4	6	6	7	5	7	6	9	12	14	15	7	14.33

APPENDIX E TABLE VIII

PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY GIRLS

Ranking Order	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Medians
Mathematics	41	27	5	10	7	3	7	4	7	4	6	4	7	6	2	5	3	1	3.65
Science	17	27	12	15	9	5	5	8	6	3	7	4	6	5	4	4	6	6	4.89
Language	25	9	14	11	16	6	14	7	7	7	5	6	5	5	6	2	3	1	5.47
Typewriting	20	8	12	11	13	5	8	7	9	15	8	8	4	5	2	2	8	4	7.19
Social Studies	3	5	24	12	9	13	11	11	8	6	12	3	5	3	5	9	6	4	7.27
Shorthand	7	17	10	10	10	9	7	9	8	12	11	7	5	2	8	5	6	6	8.00
Literature	2	17	10	14	9	5	6	16	8	10	5	12	8	7	6	4	3	7	8.22
Fabrics & Dress	11	14	5	9	13	8	6	10	9	8	9	13	8	4	10	6	4	2	8.35
French	2	2	8	12	13	16	13	8	13	12	5	9	8	5	9	9	4	1	8.54
Foods & Nutrition	6	13	8	13	11	7	7	6	7	7	10	7	12	12	3	8	6	6	9.00
Home Economics	8	2	14	5	4	8	10	13	11	7	9	6	10	7	14	3	7	11	9.45
Bookkeeping	2	2	5	7	9	16	9	9	14	7	8	17	5	12	9	10	3	5	9.71
Biology			6	3	4	7	12	4	19	15	9	11	11	11	13	8	9	7	11.00
Latin	3	4	6	7	10	9	7	7	5	1	9	14	5	11	11	17	9	14	11.96
German	1		5	3	7	14	12	6	2	6	8	6	9	8	10	11	19	22	13.00
Dramatics			3	2	2	7	4	6	8	7	9	10	16	15	8	15	25	12	13.53
Art			1	2	2	4	3	12	5	8	12	7	15	15	13	19	12	19	13.73
Music	1	2	1	3	1	7	8	6	3	14	17	5	10	16	16	12	16	21	13.91

APPENDIX E TABLE IX

MEDIANS AND RANK ORDERS FROM THE PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY PARENTS FROM THE DIFFERENT SCHOOLS

	School A		School B		School C	
Mathematics	1	(1.48)	1	(1.50)	1	(1.68)
Science	2	(2.63)	2	(2.83)	2	(2.95)
Language	3	(4.27)	3	(3.10)	3	(4.94)
Shop Maths	4	(6.88)	6	(8.50)	7	(8.31)
Soc.Studies	5	(8.00)	5	(6.50)	4	(7.40)
Electricity	6	(8.25)	10	(10.17)	5.5	(8.25)
Automotives	7	(8.56)	8.5	(10.00)	9	(9.58)
Drafting	8	(9.75)	15	(13.17)	8	(9.44)
Literature	9	(10.00)	4	(4.50)	5.5	(8.25)
Biology	10	(11.00)	8.5	(10.00)	10	(10.28)
Agriculture	11	(11.20)	11.5	(11.00)	12	(11.94)
Metalwork	13	(12.00)	16	(13.25)	14	(12.67)
Woodwork	13	(12.00)	14	(13.00)	15	(12.71)
Bookkeeping	13	(12.00)	13	(12.00)	13	(12.13)
French	15	(12.80)	7	(9.00)	11	(11.00)
Typewriting	16	(13.55)	17	(13.50)	17	(15.29)
Latin	17	(16.69)	11.5	(11.00)	18	(15.80)
Art	18	(17.38)	20	(17.50)	16	(14.38)
German	19	(17.40)	18	(16.00)	19	(17.58)
Shorthand	20	(17.94)	19	(17.00)	21	(18.25)
Music	21	(18.29)	22	(20.50)	20	(17.60)
Dramatics	22	(18.97)	21	(18.50)	22	(18.86)

APPENDIX E TABLE X

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY TEACHERS FROM THE DIFFERENT SCHOOLS

	School A		School B		School C	
Science	1	(1.96)	2	(2.33)	2	(2.17)
Mathematics	2	(2.08)	1	(2,00)	1	(2.05)
Language	3	(3.38)	3	(3.17)	3	(3.50)
Soc.Studies	4	(3.46)	4	(4.00)	4	(4.50)
Literature	5	(4.42)	5	(4.50)	5	(5.10)
French	6	(6.33)	6	(6.33)	6	(6.13)
Latin	7	(7.33)	14.5	(13.50)	7	(7.00)
Biology	8	(9.13)	7	(7.50)	8	(9.50)
German	9	(9.33)	16.5	(15.50)	20	(18.00)
Shop Maths	10	(10.75)	9	(10.50)	9	(11.50)
Electricity	11	(11.20)	13	(12.50)	10	(12.75)
Drafting	12	(12.33)	18	(15.83)	18	(15.50)
Automotives	13	(13.00)	8	(10.17)	14	(13.75)
Metalwork	14	(14.88)	14.5	(13.50)	16	(15.07)
Typewriting	15	(15.25)	11.5	(11.50)	12	(13.00)
Bookkeeping	16	(15.63)	11.5	(11.50)	13	(13.33)
Woodwork	17	(15.75)	10	(11.25)	18	(15.50)
Music	18.5	(16.75)	20.5	(18.50)	11	(12.83)
Art	18.5	(16.75)	20.5	(18.50)	18	(15.50)
Agriculture	20	(18.33)	16.5	(15.50)	22	(19.67)
Shorthand	21	(18.67)	19	(16.50)	15	(14.50)
Dramatics	22	(19.42)	22	(18.90)	21	(19.50)

APPENDIX E TABLE XI

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY BOYS FROM THE DIFFERENT SCHOOLS

	School A		School B		School C	
Mathematics	1	(1.47)	1	(1.75)	1	(1.36)
Science	2	(2.39)	2	(2.44)	2	(2.42)
Language	3	(8.25)	3	(3.00)	3	(6.25)
Shop Maths	4	(8.33)	8	(9.00)	5	(7.30)
Literature	5	(8.38)	5	(5.25)	9	(9.83)
Automotives	6.5	(8.75)	7	(8.63)	6	(7.79)
French	6.5	(8.75)	6	(7.67)	7	(7.83)
Electricity	8	(9.00)	10	(10.13)	8	(9.25)
Biology	9	(9.25)	15	(13.67)	14	(13.25)
Soc.Studies	10	(9.36)	4	(5.13)	4	(6.83)
Drafting	11	(11.00)	13	(12.25)	10	(10.93)
German	12.5	(12.25)	17	(15.88)	19	(16.83)
Woodwork	12.5	(12.25)	11	(10.33)	11	(11.30)
Typewriting	14.5	(13.13)	16	(15.25)	13	(13.16)
Metalwork	14.5	(13.13)	9	(9.33)	12	(11.79)
Agriculture	16	(14.67)	14	(13.37)	17	(14.05)
Latin	17.5	(14.75)	12	(12.00)	15	(13.75)
Art	17.5	(14.75)	19.5	(18.75)	16	(14.00)
Bookkeeping	19	(15.13)	18	(16.37)	18	(15.30)
Shorthand	20	(17.33)	19.5	(18.75)	21	(18.17)
Music	21	(18.13)	22	(20.08)	20	(17.28)
Dramatics	22	(19.67)	21	(19.25)	22	(19.50)

APPENDIX E TABLE XII

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY GIRLS FROM THE DIFFERENT SCHOOLS

	School A		School B		School C	
Automotives	1	(4.60)	8	(8.12)	3	(4.88)
Science	2	(4.75)	2	(2.67)	2	(3.40)
Electricity	3	(5.57)	4	(6.38)	4	(5.81)
Drafting	4	(6.25)	14	(11.63)	7	(7.45)
Mathematics	5	(7.60)	1	(2.20)	1	(2.86)
Shop Maths	6.5	(8.25)	7	(8.00)	5	(7.13)
Metalwork	6.5	(8.25)	11	(10.00)	6	(7.42)
Woodwork	8	(8.33)	10	(9.75)	8	(7.80)
Agriculture	9	(9.00)	12	(10.25)	11	(11.38)
Soc.Studies	10	(10.25)	5	(7.00)	9	(11.06)
Biology	11	(10.44)	9	(9.40)	10	(11.20)
Language	12	(11.33)	3	(4.42)	12	(11.40)
French	13	(11.63)	13	(11.25)	13	(11.71)
Literature	14	(12.43)	6	(7.67)	15	(13.63)
German	15	(13.75)	15	(13.92)	16	(14.30)
Latin	16.5	(15.00)	16	(14.33)	14	(12.60)
Bookkeeping	16.5	(15.00)	18	(17.33)	18	(15.57)
Art	18	(16.40)	21	(19.17)	17	(15.38)
Typewriting	19	(17.12)	17	(16.33)	19	(17.81)
Dramatics	20	(19.00)	20	(19.40)	22	(20.18)
Music	21	(20.08)	22	(20.69)	20	(19.85)
Shorthand	22	(20.20)	19	(18.00)	21	(19.96)

APPENDIX E TABLE XIII

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY PARENTS FROM THE DIFFERENT SCHOOLS

	School A	School B	School C
Mathematics	1 (3.14)	1 (1.70)	1.5 (4.00)
Language	2 (3.89)	2 (3.00)	1.5 (4.00)
Literature	3 (5.42)	3 (4.00)	3 (6.00)
Typewriting	4 (6.19)	7 (8.75)	6 (7.88)
Science	5 (6.75)	4 (4.50)	4 (6.88)
Foods & Nutrition	6 (7.38)	5.5 (7.50)	10 (9.25)
Shorthand	7.5 (7.67)	11 (10.83)	8 (8.58)
Fabrics & Dress	7.5 (7.67)	5.5 (7.50)	9 (9.14)
Social Studies	9 (8.11)	9 (9.00)	5 (7.00)
Bookkeeping	10 (8.25)	10 (10.00)	11 (9.86)
Home Economics	11 (8.33)	8 (8.83)	7 (8.42)
French	12 (11.13)	13 (12.50)	12 (10.00)
Music	13 (12.33)	12 (11.00)	13 (10.60)
Biology	14 (13.20)	15 (14.30)	16 (13.33)
Art	15 (13.57)	14 (13.50)	14 (11.42)
Latin	16 (13.58)	16 (14.50)	17 (15.29)
Dramatics	17 (14.60)	17 (16.00)	15 (13.00)
German	18 (15.42)	18 (16.50)	18 (16.54)

APPENDIX E TABLE XIV

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY TEACHERS FROM THE DIFFERENT SCHOOLS

	School A		School B		School C	
Language	1	(2.67)	1	(2.00)	1	(1.90)
Mathematics	2	(3.25)	3	(4.00)	2	(3.50)
Literature	3	(3.75)	2	(2.75)	3	(3.70)
Social Studies	4	(3.92)	6	(5.70)	5	(5.00)
Science	5	(4.63)	4	(4.76)	4	(4.00)
French	6	(6.13)	5	(5.50)	6	(5.50)
Latin	7	(7.00)	10.5	(11.50)	7	(6.50)
German	8	(8.42)	17	(15.00)	18	(16.67)
Biology	9	(9.00)	7	(7.10)	11	(10.50)
Typewriting	10	(9.60)	9	(10.30)	9	(9.36)
Shorthand	11	(11.00)	14	(13.00)	8	(9.30)
Dramatics	12	(11.63)	18	(15.25)	15	(14.00)
Bookkeeping	13	(12.00)	10.5	(11.50)	12	(11.75)
Music	14	(13.00)	16	(14.00)	10	(9.50)
Art	15	(13.13)	15	(13.50)	13	(11.79)
Fabrics & Dress	16	(14.00)	8	(10.00)	14	(13.83)
Foods & Nutrition	17	(14.80)	12	(12.16)	16.5	(14.50)
Home Economics	18	(15.00)	13	(12.50)	16.5	(14.50)

APPENDIX E TABLE XV

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY BOYS FROM THE DIFFERENT SCHOOLS

	School A		School B		School C	
Mathematics	1	(4.00)	1	(2.08)	1	(3.25)
Shorthand	2	(6.67)	11	(9.67)	3	(6.25)
Language	3	(7.00)	2	(2.63)	7	(9.00)
Foods & Nutrition	4	(7.13)	7	(7.00)	5	(6.50)
Typewriting	5	(7.25)	9	(8.60)	4	(6.10)
Home Economics	6	(7.33)	7	(7.00)	11	(9.90)
Fabrics & Dress	7	(7.75)	7	(7.00)	6	(7.16)
Social Studies	8	(8.13)	4.5	(6.00)	9	(9.64)
Literature	9	(8.25)	3	(4.43)	14	(11.50)
Bookkeeping	10	(9.92)	13	(12.00)	10	(9.83)
Dramatics	11.5	(10.00)	18	(16.00)	17	(13.75)
Science	11.5	(10.00)	4.5	(6.00)	2	(5.25)
French	13	(10.80)	10	(9.00)	8	(9.50)
Art	14	(11.33)	17	(15.60)	13	(11.21)
German	15	(12.13)	14	(12.33)	16	(13.50)
Biology	16	(12.25)	16	(15.00)	18	(14.30)
Latin	17	(13.00)	12	(11.33)	15	(12.83)
Music	18	(13.80)	15	(12.75)	12	(10.09)

APPENDIX E TABLE XVI

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY GIRLS FROM THE DIFFERENT SCHOOLS

	School A		School B		School C	
Mathematics	1	(3.88)	1	(1.92)	1	(4.88)
Typewriting	2	(5.31)	9	(9.88)	3	(5.38)
Shorthand	3	(5.88)	11	(11.08)	5	(7.00)
Science	4	(7.00)	3	(3.80)	2	(5.20)
Social Studies	5	(7.20)	4	(4.43)	9	(8.80)
Fabrics & Dress	6	(7.33)	7	(9.00)	7	(8.63)
Foods & Nutrition	7	(7.67)	10	(10.75)	10.5	(9.00)
Bookkeeping	8	(8.60)	12	(11.12)	12	(9.75)
Language	9.5	(8.75)	2	(3.08)	4	(6.40)
Home Economics	9.5	(8.75)	13.5	(11.75)	10.5	(9.00)
French	11	(8.86)	6	(6.88)	8	(8.75)
Biology	12	(10.00)	8	(9.42)	15	(12.58)
Literature	13	(10.88)	5	(5.33)	6	(8.19)
Dramatics	14	(11.88)	18	(15.63)	18	(13.63)
Latin	15	(13.00)	15	(14.25)	13	(11.25)
Music	16	(14.00)	17	(15.08)	16	(12.67)
German	17	(14.25)	13.5	(11.75)	17	(12.88)
Art	18	(14.80)	16	(14.67)	14	(12.40)

APPENDIX E TABLE XVII

MEDIANS AND RANK ORDERS IN PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY TEACHERS TEACHING IN THE MATRICULATION, COMMERCIAL AND SHOP PROGRAMS

	Teachers in Matric. Prog.		Teachers in Comm. Prog.		Teachers in Shop Prog.	
Mathematics	1	(1.73)	2	(2.50)	2	(2.25)
Science	2	(2.04)	1	(1.50)	4	(3.63)
Language	3	(4.00)	3	(3.00)	1	(1.40)
Soc.Studies	4	(4.68)	5	(3.75)	3	(3.38)
Literature	5	(5.00)	4	(3.50)	5	(5.25)
French	6	(5.93)	6	(7.00)	6	(7.33)
Latin	7	(7.75)	7	(8.50)	7	(8.00)
Biology	8	(7.83)	16	(14.00)	10.5	(11.00)
Shop Maths	9	(11.50)	8	(10.50)	10.5	(11.00)
Electricity	10.5	(12.50)	10	(12.00)	8	(10.25)
German	10.5	(12.50)	13.5	(13.00)	21.5	(20.00)
Automotives	12	(13.30)	15	(13.50)	9	(10.75)
Bookkeeping	13	(14.00)	11.5	(12.50)	13	(12.25)
Typewriting	14	(14.10)	9	(11.50)	14	(13.00)
Music	15	(14.25)	20	(18.50)	19	(18.00)
Metalwork	16	(14.93)	17	(15.50)	15	(13.25)
Drafting	17	(15.00)	11.5	(12.50)	16	(16.00)
Woodwork	18.5	(16.00)	13.5	(13.00)	12	(11.25)
Art	18.5	(16.00)	18	(17.00)	17.5	(17.00)
Shorthand	20	(16.50)	22	(19.50)	17.5	(17.00)
Dramatics	21	(19.28)	21	(18.83)	21.5	(20.00)
Agriculture	22	(19.50)	19	(17.17)	20	(19.75)

APPENDIX E TABLE XVIII

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY TEACHERS TEACHING IN THE MATRICULATION, HOME ECONOMICS AND COMMERCIAL PROGRAMS

	Teachers in Matric. Prog.		Teachers in Comm. Prog.		Teachers in Home Ec. Prog.	
Language	1	(2.70)	1	(1.33)	1	(1.50)
Mathematics	2	(3.50)	4	(5.00)	3	(3.17)
Science	3	(3.63)	6	(6.50)	5.5	(6.00)
Literature	4	(3.83)	2	(2.50)	2	(2.17)
Social Studies	5	(5.07)	3	(4.00)	4	(4.50)
French	6	(5.50)	5	(5.17)	5.5	(6.00)
Latin	7	(7.50)	7	(8.00)	9	(10.50)
Biology	8	(9.25)	15	(12.83)	7	(8.33)
Typewriting	9	(9.94)	8	(8.50)	8	(10.00)
Music	10	(10.33)	12	(12.00)	17	(15.00)
Shorthand	11	(10.50)	9	(10.00)	11.5	(12.00)
Bookkeeping	12	(12.30)	12	(12.00)	15	(13.00)
Art	13	(12.33)	14	(12.50)	11.5	(12.00)
Dramatics	14.5	(13.00)	17	(14.00)	18	(15.50)
German	14.5	(13.00)	18	(15.50)	11.5	(12.00
Fabrics & Dress	16	(13.50)	12	(12.00)	14	(12.50)
Home Economics	17	(14.10)	10	(11.50)	16	(14.00)
Foods & Nutrition	18	(14.36)	16	(13.00)	11.5	(12.00)

APPENDIX E TABLE XIX

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR BOYS BY BOYS ENROLLED IN MATRICULATION, GENERAL AND SHOP PROGRAMS

	Boys in Matric. Prog.		Boys in General Prog.		Boys in Shop Prog.	
Mathematics	1	(1.38)	1	(1.50)	1	(1.83)
Science	2	(2.21)	2	(3.17)	3	(4.75)
Language	3	(6.25)	3	(4.00)	4.5	(5.50)
French	4	(6.57)	11	(11.50)	15.5	(14.50)
Soc.Studies	5	(7.20)	4	(4.10)	9	(10.00)
Automotives	6	(8.56)	5	(5.50)	4.5	(5.50)
Literature	7	(8.88)	6	(6.50)	11	(12.00)
Electricity	8	(9.38)	9.5	(10.00)	6	(8.50)
Shop Maths	9	(9.42)	7	(7.00)	2	(3.50)
Drafting	10	(11.33)	12.5	(12.00)	7	(9.00)
Woodwork	11	(11.86)	8	(8.50)	8	(9.50)
Metalwork	12	(12.14)	9.5	(10.00)	10	(10.83)
Biology	13	(12.75)	12.5	(12.00)	12	(12.83)
German	14	(12.80)	19.5	(17.50)	21	(18.50)
Latin	15	(13.00)	18	(16.00)	18	(16.00)
Typewriting	16	(13.08)	16.5	(15.50)	14	(14.00)
Agriculture	17	(14.33)	14	(13.50)	13	(13.25)
Art	18	(14.86)	16.5	(15.50)	17	(14.83)
Bookkeeping	19	(16.14)	15	(14.50)	15.5	(14.50)
Shorthand	20	(18.45)	19.5	(17.50)	19	(16.50)
Music	21	(18.56)	21.5	(19.50)	20	(17.00)
Dramatics	22	(19.00)	21.5	(19.50)	22	(20.17)

APPENDIX E TABLE XX

MEDIANS AND RANK ORDERS FROM PRESTIGE RANKINGS OF SUBJECTS FOR GIRLS BY GIRLS ENROLLED IN MATRICULATION, COMMERCIAL AND GENERAL PROGRAMS

	Girls in Matric. Prog.		Girls in Comm. Prog.		Girls in General Prog.	
Mathematics	1	(2.17)	2	(4.75)	6	(7.00)
Science	2	(3.38)	7	(7.83)	8	(7.67)
Language	3	(5.40)	4	(5.83)	3.5	(5.00)
French	4	(6.64)	12	(10.07)	10	(9.00)
Social Studies	5	(7.32)	5	(7.50)	2	(4.25)
Literature	6	(7.75)	11	(9.75)	1	(2.38)
Fabrics & Dress	7	(8.30)	10	(9.00)	9	(7.75)
Typewriting	8	(9.21)	1	(4.50)	3.5	(5.00)
Foods & Nutrition	9	(9.50)	8.5	(8.50)	7	(7.25)
Shorthand	10	(9.67)	3	(5.17)	12	(10.00)
Home Economics	11	(10.17)	8.5	(8.50)	13	(10.25)
Biology	12	(10.50)	14	(11.90)	11	(9.25)
Latin	13	(11.30)	15	(12.25)	17	(16.00)
Bookkeeping	14	(11.90)	6	(7.75)	5	(6.00)
German	15	(12.70)	16	(13.00)	18	(16.75)
Art	16	(13.64)	17	(13.64)	16	(14.67)
Music	17	(14.00)	18	(14.00)	14	(13.33)
Dramatics	18	(14.39)	13	(11.33)	15	(14.25)

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